

# Da Vinci RISE High



*“Da Vinci Schools should be a model for other public schools in the state.”*

**-- Jack O’Connell, former CA State Superintendent of Public Instruction**

*“As the Principal of an accrediting agency, I find myself often comparing and contrasting the quality of truly effective schools. . . . [T]he Da Vinci Schools are among the very finest I’ve seen. Although Da Vinci is one of far too few schools on the cutting edge, I believe a significant wave of schools will be soon seeking to achieve the same student-focused academic growth that is already a result of the Da Vinci approach. . . . Bravo!”*

**-- Dr. David Brown, Executive Principal,  
Western Association of Schools and Colleges (WASC)**

**COUNTYWIDE CHARTER SCHOOL PETITION FOR  
A FIVE-YEAR TERM (JULY 1, 2018 – JUNE 30, 2023)**

**EXTENSION GRANTED THROUGH JUNE 30, 2025 PURSUANT TO SB/AB 130 and EDUCATION CODE SECTION 47607.4**

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**MATERIAL REVISION APPROVED BY LOS ANGELES COUNTY BOARD OF EDUCATION:**

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## AFFIRMATIONS AND ASSURANCES

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As the authorized lead petitioner, I, Kari Croft, hereby certify that the information submitted in this material revision to a charter petition for a California public charter school named Da Vinci RISE High (“RISE High” or the “Charter School”), and located within the geographic boundaries of Los Angeles County Office of Education (“LACOE” or the “Authorizer”), is true to the best of my knowledge and belief; I also certify that this material revision to an approved petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the material revision to the charter is approved, the Charter School will follow all applicable federal, state, and local laws and regulations. Specifically, the Charter School shall:

- Meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Education Code (EC) § 47605.6(d)(1)]
- Be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [EC § 47605.6(b)(6)]
- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [EC § 47605.6(e)(1)]
- Not charge tuition. [EC § 47605.6(e)(1)]
- Not determine admission according to the place of residence of the student, or of his or her parent or legal guardian, within the State. [EC § 47605.6(e)(1)]
- Admit all students who wish to attend the Charter School, and who submit a timely application. However, if the number of students who wish to attend the Charter School exceeds the Charter School’s capacity, attendance, except for existing RISE High students, shall be determined by a public random drawing. In the event of a drawing, the County Board shall make reasonable efforts to accommodate the growth of the Charter School. [EC § 47605.6(e)(2)(A)-(C)]. Preference(s):
  - As set forth in Element 13 below, shall be extended to students currently attending the Charter School and students who reside in Los Angeles County except as provided for in EC § 47614.5.
  - May include, but are not limited to, siblings of students admitted or attending the Charter School and children of the Charter School’s teachers, staff, and founders identified in the initial charter.
  - Shall be consistent with federal law, the California Constitution, and EC § 200.
  - Shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for the free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
  - Shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment, in accordance with EC § 49011.

- Notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [EC § 47605.6(n)]
- Not discriminate on the basis of the characteristics listed in EC § 220 (*e.g.*, actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has one or more of such actual or perceived characteristics). [EC § 47605.6(e)(1)]
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to the credentialing requirement set forth in EC § 47605.6(l). [Section 11967.5.1(f)(5) of Title 5 of the California Code of Regulations (CCR)]
- Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document required under EC § 47605.6(l) or other applicable law, as amended from time to time. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. [EC § 47605.6(l)]
- At all times, maintain all necessary and appropriate insurance coverage.
- For each fiscal year, offer, at a minimum, the required number of minutes of instructional time based on grade level. [EC § 47612.5(a)(1)]
- For each fiscal year, meet or exceed the legally required minimum of school days. [5 CCR § 11960]
- Notify the superintendent of the school district of the student's last known address within 30 days when a student is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the student's cumulative record, including report cards or a transcript of grades, and health information. [EC § 47605.6(e)(3)]
- Shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in EC § 47605.6(e)(2)(B)(iii). [EC § 47605.6(e)(4)(A)]
- Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. [EC § 47605.6(e)(4)(B)]
- Shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in EC § 47605.6(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Charter School pursuant to the procedures by which pupils can be suspended or expelled from the Charter School

for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. EC § 47605.6(e)(4)(C)]

- The Charter School shall comply with EC § 47605.6(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent or guardian as required. EC § 47605.6(e)(4)(D)]
- Maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [EC § 47612.5(a)(2)]
- On a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [EC § 47605.6(d)(2)]
- Comply with any jurisdictional limitations to locations of its facilities. [EC §§ 47605.6 and 47605.1]
- Comply with all laws establishing the minimum and maximum age for public school enrollment. [EC §§ 47612(b) and 47610(c)]
- Adhere to the provisions of the McKinney-Vento Homeless Assistance Act.
- Comply with all applicable portions of the Every Student Succeeds Act.
- Comply with the Gun-Free Schools Act.
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.
- Meetings of the governing board for the Charter School shall comply with the Ralph M. Brown Act and any other requirements for the location of governing board meetings of the Charter School, including EC § 47604.1, as added by SB 126 (2019).
- The Charter School shall comply with EC § 47604.1, as added by SB 126 (2019), and be subject to the Political Reform Act and Government Code § 1090 *et seq.*, as they may be amended from time to time.
- Comply with all applicable independent study laws including, but not limited to, EC § 51745 *et seq.* and 5 CCR §§ 11700-11705.

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Kari Croft, Founding Principal  
Da Vinci RISE High

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**ELEMENT 1: THE EDUCATIONAL PROGRAM**

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***“(i) The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.***

***(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.***

***(iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.***

***(iv) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.” [EC § 47605.6(b)(5)(A)]***

Da Vinci RISE High (“RISE High” or “RISE”) is an innovative charter school that seeks to create a highly responsive, holistic, and integrated model that serves disconnected and opportunity youth across Los Angeles County. RISE High strives to meet students where they are – geographically, academically, socially and emotionally – and open up clear pathways to a high school diploma, college, and career. RISE High is designed to show what is possible when a network of youth-development agencies, educators, municipalities, and social-support centers break through silos to create a truly student-centered ecosystem.

Originally a small incubated project at the acclaimed Da Vinci Schools in the Wiseburn Unified School District (WUSD) near Los Angeles International Airport (LAX), RISE High was one of only 10 schools in the nation to win a prestigious \$10 million ‘Super School’ grant to reimagine American high schools, co- led by Laurene Powell Jobs, widow of Apple co-founder Steve Jobs and founder of the Emerson Collective. Throughout the innovative development process of RISE High, fueled by the XQ Super Schools competition and with the participation of dozens of experts, our founding team has put the most marginalized students – homeless, foster, and probation youth – at the center of our work. We believe that if an innovative high school model can meet the needs of our most underserved youth, then it will ultimately be beneficial for students from a variety of diverse backgrounds.

The RISE High “breakthrough” design is to create small school sites embedded within multiple social-service-provider locations in high-need areas across Los Angeles County to create a countywide campus. Our unique program design allows RISE High students to master a real-world, project-based college- and career-ready curriculum in the ways, and at the places, that work best for them. RISE High’s partnerships are carefully planned to help students access housing, legal, mental health and medical resources, case management, tutoring, job readiness training, career pathways, internships, extracurricular

opportunities, leadership development, and more. As we open Learning Sites in high-need areas of the County, we also plan to launch a Mobile Learning Center, designed by experts at Gensler in consultation with services providers, that will be able to drive to the students so nothing can stop them from becoming college-, career- and life-ready.

### **NEED FOR COUNTYWIDE BENEFIT CHARTER**

***“A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.”***

**[EC § 47605.6(a)(1)]**

***“In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving...”*** [EC § 47605.6(i)]

The initial nonprofit public benefit corporation that operated RISE High, Da Vinci Schools (or “Da Vinci”), is a California nonprofit public benefit corporation that operates several local district-authorized charter schools in Los Angeles County, has long been defined by innovation (a lengthy list of our schools’ numerous awards, recognitions and accomplishments is included below), seeking to serve and attract students who learn differently or who have struggled in more traditional school settings. We have demonstrated success in operating all our site-based high schools (Da Vinci Science, Da Vinci Design, Da Vinci Communications) and a transitional kindergarten through grade 8 independent study school with extensive site-based learning (Da Vinci Innovation). Da Vinci Schools transitioned operation of RISE High’s charter petition to Da Vinci Schools: L.A. County (“DV LA”), a California nonprofit public benefit corporation, as of January 1, 2019. We also operate an innovative “fifth year” high school/college dual enrollment program (Da Vinci Extension) as part of Da Vinci Design. This program enables students – especially those who will be the first in their families to complete high school and enroll in college – to remain at Da Vinci to complete college courses for dual credit and potentially earn a college degree, all with comprehensive supports from Da Vinci teachers and staff.

As we achieved tremendous success in helping students who were the first in their families to enroll in college, our leadership – starting at the top, including several members of our Board of Trustees – recognized a need to serve those students who are most disadvantaged by both life experiences and traditional schooling structures. Based on our own experiences and discussions with the hundreds of educators who visit Da Vinci Schools each year to study our unique model, we understand that there are challenges to serving foster, homeless, probation, and other “disconnected” youth. However, Da Vinci Schools is uniquely positioned to provide a creative, student-centered program for what are typically regarded as the hardest to serve students.

In Fall of 2016, after months spent in intensive planning and collaboration with a variety of experts, Da Vinci launched a small pilot project under the name of RISE High School. Housed in several bungalows on the Da Vinci Design campus, RISE High began with 30 students from a diverse set of backgrounds: 6 % foster youth, 6 % homeless youth, 6% pregnant and parenting teens, and 6% probation youth. Thirteen percent of the students had IEPs and 63% were credit-deficient. Shortly after launch, in mid-September 2016, our team was thrilled to learn that RISE High was chosen from over 700 applications nationwide to

be one of ten winners of the prestigious XQ Super Schools competition and was awarded a \$10 million grant.

Following approval by the WUSD of a new charter petition for Da Vinci RISE High (2017-2022), the RISE High team began preparations to establish this new independent study charter school, with two Learning Sites for 2017-18: one at Da Vinci's former campus for Da Vinci Science, located in the City of Hawthorne, and a second at A Place Called Home, located within the attendance boundaries of Los Angeles Unified School District (LAUSD). As a result of the California Court of Appeal's October 2016 decision in Anderson Union High School District v. Shasta Secondary Home School and subsequent denial to hear the case by the California Supreme Court in January 2017, RISE High recognized the need to seek a new charter outside of the WUSD to ensure compliance with this new interpretation of the law regarding the locations of independent study charter school facilities.<sup>1</sup>

We soon realized however, that single-site charter petitions across Los Angeles County were impractical for RISE High because of the unique student population we serve and having multiple charters across different districts is untenable for small Learning Sites serving this population. The Education Code contemplates these sorts of special circumstances where the most sensible approach to effectively serve a particular population is through a single, countywide charter, rather than a charter geographically restricted to a single school district. School districts are, by definition, geographically delineated as residential "districts". That concept contemplates and assumes a family unit residing in a particular, fixed "residence". As an example, homelessness is inconsistent with that assumption. Homeless individuals will sleep where they can, and short-term arrangements are the norm.

A countywide charter is tailored to benefit our high-needs transient students who are spread out throughout the County, and ensures we can effectively implement our educational program. Our educational model is specifically designed to serve small pockets of students where they are presently located throughout the County. RISE High will place Learning Sites across several districts throughout the County within or near multiple social-service-provider locations in high need areas to create a regional campus that will provide continuity for transient students. Due to the Shasta case, we are no longer able to establish effectively-located Learning Sites under the Wiseburn-approved charter petition. And because Los Angeles is the most populous county in the United States spread across 80 individual school districts, the problem is magnified.

Our students have scheduled on-site time several times a week, and maintain constant contact with their certified teachers in person, via our online platform, Skype, email or phone. In many cases, our students simply do not have a parent who is able to provide appropriate academic supervision, thus our staffing is designed to provide comprehensive teaching from qualified, certified faculty; we currently have ten certified teachers for 200 students. RISE functions as an independent study school to ensure our students have the flexibility they need to stay in school and earn a diploma, and we base credits on demonstrated mastery of content rather than seat time. Our Learning Sites function as hubs of activity, collaboration, and interaction between students, their peers, and our teachers, and for many, a true "home" base that includes a variety of social services to meet their academic, psycho-social, housing, medical, legal, job training, college prep and other needs, all offered via a flexible schedule.

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<sup>1</sup> For the 2017-18 school year, RISE High has obtained a waiver from the State Board of Education to operate within Los Angeles County, but outside of Wiseburn's attendance boundaries.

Each RISE High Learning Site is intentionally planned to be relatively small, serving approximately 50 - 125 students. Given the realities of charter school start-up and funding, a 100-student high school simply is not fiscally sustainable in the long-term, particularly if it is committed to serving students who require low student/teacher ratios and intensive supports. While the XQ grant provides significant supplemental funding for our efforts, the grant funding will end in 2021 (Year 3 of this charter term) and we need to be fiscally sustainable on our own.

A countywide benefit charter will enable us to operate at least five Learning Sites over the next five years, serving approximately 600 students across several school districts in greater Los Angeles.<sup>2</sup> RISE High already draws students from more than 11 different school districts outside of the small four-square-mile attendance boundaries of the WUSD, including Centinela Valley Union High, Torrance, Redondo Beach and Manhattan Beach School Districts.<sup>3</sup> While our second location at A Place Called Home is located within the LAUSD, we have attracted students who reside in the Inglewood, Compton, Alhambra, and Montebello School Districts. Our third location is planned near our partners at the Children's Law Center, which is located within the attendance boundaries of the Alhambra Unified School District, on the border of the LAUSD and close to the Montebello Unified School District's borders. Our subsequent locations will be determined based on data of student population and need, and partnerships with community service organizations. As we have seen with our Learning Site co-located with A Place Called Home, locating near and collaborating with these community service organizations is incredibly beneficial for our students, as they retain consistent access to educational and critical wraparound services.

A countywide charter will allow our transient youth population access to a consistent school environment so that they can maintain progress towards graduation even when they move across district boundaries. Students are currently, and will continue to be, referred to us by a variety of service providers across Los Angeles County, including judges, probation officers, foster agencies, group homes, and organizations that work with homeless youth such as School on Wheels. RISE High began the 2017-18 school year with 35 students and currently has 115 enrolled, with two to three students added weekly. Fourteen students have disenrolled, the majority of which were due to moving too far from either of our current Learning Sites and beyond the Board-approved boundaries for use of RISE-provided transportation via our HopSkipDrive partnership. This illustrates the need for our model, allowing students the ability to continue their academic progress within the same system of support at any Learning Site located throughout Los Angeles County that meets their geographic needs.

By operating multiple Learning Sites across Los Angeles County, we can better serve these students as they move due to housing instability, foster placement changes, probation status and more – offering a continuum of care and stability that these youth desperately need. Currently, each of our sites has full-time Humanities, STEM and Special Education teachers. RISE is also equipped with a Student Support Services Team (*e.g.*, psychologist, social worker, behavior interventionist and counselor). Our leadership

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<sup>2</sup> While we have not yet finalized all locations beyond our current sites, and the third additional site, RISE High provided notices on March 5, 2018 to the following school districts: LAUSD, Wiseburn, Torrance, Hawthorne, Centinela Valley Union High, Alhambra, Montebello, Inglewood and Santa Monica-Malibu.

<sup>3</sup> Notably, our current home at Da Vinci's new high school facility in Hawthorne is temporary and as the learning center grows, we need to secure a more permanent home. Given the small size of several local districts, we have provided notices to Centinela Valley Union High, Hawthorne and other nearby districts about the possibility of us locating within their boundaries if we cannot secure an appropriate location within the WUSD.

team travels across sites and consists of Executive Director, Executive Assistant, Principal, and Assistant Principal. The shared staffing model ensures that a student who changes Learning Sites would still be able to interact with familiar adults at the new site. The transfer process from one RISE High Learning Site to another is seamless and efficient, for both our students and our administrative team, with no lost academic or services time – a crucial factor for our vulnerable students. As RISE continues to grow to serve more students, our staff will grow alongside it, providing content teachers, special education teachers, academic coaches, case managers, and advocate counselors at each site to ensure adequate academic and holistic support for students.<sup>4</sup>

If RISE High was required to operate multiple charters authorized by different school districts across Los Angeles County, students transferring from one RISE school to another could face significant administrative and logistical hurdles that would harm students. The delay in processing new enrollment can easily trigger a “tipping point” that leads to students dropping out. The transfer process would be no different than students changing schools under current conditions because each RISE school would be authorized by different school districts with different sets of rules and expectations. The process of transfer is not a matter of simply changing a code in the student information system. It involves securing appropriate records from previous schools, particularly when students have changed schools multiple times and a complete “cum” file is unavailable. More importantly, it requires appropriate placement, availability, and continuity in courses for students to continue their progress in meeting graduation requirements. A centralized operation, under one charter authorizer, that manages student records and provides the same access to education and services from our partners and government agencies at all Learning Sites across Los Angeles County makes the transfer efficient and seamless.

Further, maintaining separate budgets, accounting, payroll, and other operational activities under separate charters would be unnecessarily duplicative in light of the inherent practicality that our Learning Sites share teachers, resources, personnel, and more. We aim to avoid non-essential overhead, and focus as much of our resources as possible on our students. Currently, Da Vinci Schools operates five separate charters serving approximately 2,100 students, all authorized by the WUSD.

Multiple additional charters – each by different authorizers yet each serving just 100 students – would disproportionately increase our administrative and governance needs. However, the budgets for each of those charters could not support additional costs. Even our Board of Trustees could become larger with multiple authorizers exercising their rights for seats at the table (the WUSD currently is represented on our Board). Each authorizing district will likely impose different expectations and interpretations about various school policies and local district compliance issues that could significantly hinder operations and services to students.

We have a profound belief that all students can learn and thrive and succeed, regardless of their personal circumstances, if given the right support and motivation. We believe RISE High provides a unique response to a challenging issue that has long caused strain on the traditional educational models currently in place. RISE High is designed to be especially flexible and adaptive to meet the needs of our high-risk students: foster, homeless, probation, and other youth with significant challenges outside of school that have caused them to be credit deficient, drop out, or be at risk of dropping out. We are intentional in our choice to start small and grow slowly, so that we can learn and refine and revise as we

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<sup>4</sup> Full staffing blueprint for each site can be found in Element 6.

grow. Ultimately, we believe – as our supporters at the XQ Institute have recognized – RISE High offers a promising new model that not only could grow to serve many more youth throughout Los Angeles County, but serve as a model for replication nationally.

In summary, RISE High intends to serve what has historically been a difficult to reach, transient student population lacking a settled residence in any one particular school district with the County. RISE High's focus is on homeless, formerly homeless, foster, probation, and transient youth, as well as other students whose significant needs have not been met successfully in more traditional public schools.

According to the California Department of Education, in 2017, there were 12,558 foster youth students and 54,613 homeless students enrolled in public schools across Los Angeles County.<sup>5</sup> Because of the very nature of homelessness and lack of a fixed “home” for foster children, school district residential boundaries are relatively meaningless. Fewer than half of children in the County's foster system complete high school, and students who experience homelessness are 87% more likely to drop out,<sup>6</sup> resulting in fewer employment opportunities and lower salaries than their peers with high school diplomas. RISE High seeks to remedy this endemic problem. But to meet the needs of this highly transient student population, RISE High cannot locate in a single district and expect that students have the wherewithal and means to find and then come to us—we must bring our services to them, wherever they are located throughout the County.

A partnership with LACOE would clearly benefit our County's most “at-risk” youth, as it allows for collaboration, integration, and alignment of resources and services provided by community, county, and state agencies. LACOE's staff, such as those in the Division of Student Support Services (which houses the County's Foster and Homeless Liaisons and focuses on school attendance and discipline issues) and the Division of Student Programs (which operates the county alternative schools that serve many of the same populations as RISE), have the expertise and knowledge in addressing the needs of “high-risk” students. More importantly, LACOE has established strong relationships with the Departments of Children and Family Services, Public Health, Mental Health, and Probation; the California Attorney General's Office; and the Public Defender's Office – all of which have resources and services that contribute to the success of our students.

## **ORGANIZATIONAL HISTORY, SCHOOL FOUNDERS, MISSION AND VISION**

As evidenced by our name, Da Vinci Schools are defined by innovation. The name Da Vinci Schools was suggested by students in an ideation workshop, based on the fact that Leonardo da Vinci has often been described as the archetypal Renaissance artist, scientist and engineer who learned by doing. Da Vinci students take a rigorous, college-preparatory curriculum that is integrated with real-world active learning. Through hands-on, inter-disciplinary projects, students are challenged to think like scientists, engineers, architects, designers, and programmers and to solve real-world problems through a process of inquiry, teamwork and design.

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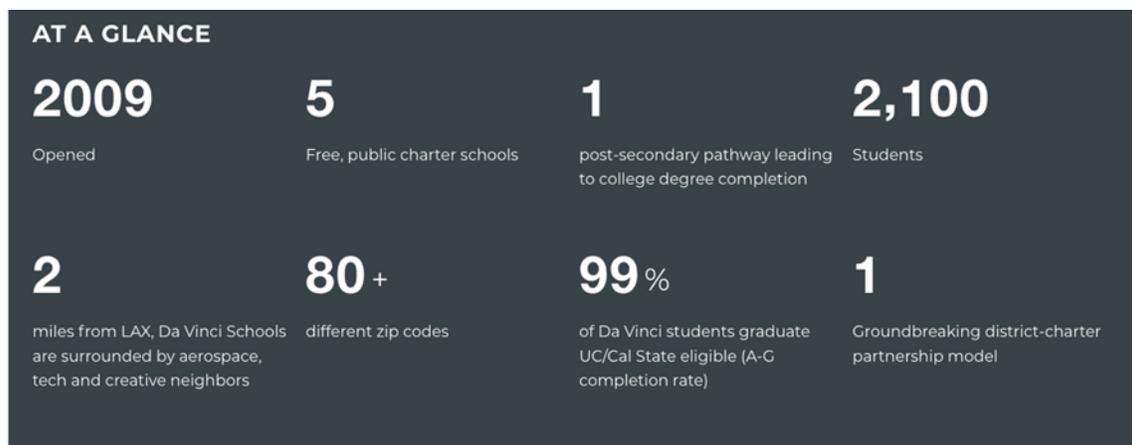
<sup>5</sup> According to the California Department of Education; see <https://data1.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=19&aggllevel=County&year=2016-17>

<sup>6</sup> According to the National Association for the Education of Homeless Youth

Originally founded in 2008, today we are a public charter school network serving approximately 2,100 students from 80+ zip codes in grades TK-14. Da Vinci Schools' college and career-ready model puts real-world, project-based learning aligned to workforce needs at the center of a collaborative learning environment. Industry and higher education partners play a vital role by defining the knowledge and skills sets students need to know for college and 21st century jobs.

### A. DA VINCI SCHOOLS HISTORY AND SUCCESS

All of our schools are operated by Da Vinci Schools, a California Non-Profit Public Benefit Corporation that operates separate from, yet cooperatively with, the WUSD.<sup>7</sup> In our 10-year history, Da Vinci Schools has developed a strong reputation for innovation and excellence. In our small and personalized learning environments, with cutting-edge technology integrated throughout the program, students enjoy a "learn by doing" project-based curriculum focused at the intersection of college-preparatory and real-world readiness.



Da Vinci Schools includes:

- Da Vinci Science (DVS):** Opened in 2009 with grades 9 and 10, graduating its first class of seniors in 2012 (98% grad rate, 98% A-G completion rate), with 87% of graduates that year admitted to a four-year college or university, one-third of whom were the first in their families to enroll in college. Today, DVS serves 541 students: 54% Hispanic/Latino, 19% White, 10% African American, 8% Asian/Pacific Islander, and 6% Two+ Races; 42% qualify for Free or Reduced Price Lunch (FRPL), 1% English Learners (EL), 6% Special Education (SpEd).<sup>8</sup> The curriculum of DVS has a focus on Science, Technology, Engineering and Math (STEM) subjects, with all students completing engineering courses in 9th and 10th grades. DVS students have three career pathways to choose from:

<sup>7</sup> In March 2013, the Da Vinci Schools Board approved a corporate name change from Wiseburn 21<sup>st</sup> Century Charter Schools to Da Vinci Schools.

<sup>8</sup> We recognize that our FRPL, EL and SpEd numbers are lower than County averages, yet these ratios are consistent with the WUSD, which is 41% FRPL, 8% EL and 9% SpEd across TK-12. (<https://data1.cde.ca.gov/dataquest/>). As the "home" high schools for the WUSD, the majority of our enrollment at the three high schools is in-district.

Engineering; Biomedical; and Science, Technology, Engineering, Arts and Mathematics (STEAM)/Civil Engineering.

- **Da Vinci Design (DVD):** Opened in 2009 with grade 9, graduating its first class in 2013 (98% grad rate, 98% A-G completion rate), with 78% admitted to four-year colleges. Today, DVD serves 598 students: 64% Hispanic/Latino, 11% White, 16% African American, 3% Asian/Pacific Islander and 4% Two+ Races; 48% FRPL, 4% EL, 11% SpEd. DVD integrates a rigorous academic curriculum with design-based thinking that challenges students to solve real-world problems. DVD prepares students to become community-conscious, solution-oriented, innovative, and responsible global citizens, offering two career pathways: Architecture and Digital Design.
- **Da Vinci Innovation Academy (DVIA):** Opened in 2011, DVIA is an innovative independent study program for grades TK-8 that offers extensive site-based programming and supports for students and their parent home educators. DVIA currently serves 384 students: 22% Hispanic/Latino, 46% White, 10% African American, 8% Asian/Pacific Islander, and 7% Two+ Races; 5% FRPL, 1% EL, 14% SpEd.
- **Da Vinci Communications (DVC):** Opened in 2013 with the support of a prestigious Next Generation Learning Challenges grant funded by the Bill & Melinda Gates and The William and Flora Hewlett Foundations. Today, DVC serves 327 students (and will grow to serve 515 students in grades 9-12): 47% Hispanic/Latino, 16% White, 28% African American, 3% Asian/Pacific Islander, and 4% Two+ Races; 49% FRPL, 8% EL, 7% SpEd. DVC students have four career pathways to choose from: Computer Science (robotics, web design, app development), Strategic Communications, Journalism, and Music & Media. These pathways include specialized courses as well as unique opportunities for students to work alongside professionals in these fields as well as opportunities for internships.
- In 2015, DVD launched a new program, **Da Vinci Extension (DVX)**, which provides a post-secondary pathway – particularly for students who are the first in their families to complete high school and enroll in college – leading to college degree completion, in partnership with the University of California, Los Angeles Extension. DVX later added a second higher education partner, College for America at Southern New Hampshire University, to provide Da Vinci students with an affordable pathway leading to an Associate’s or Bachelor’s degree completion all while receiving support at Da Vinci. Currently 170 students are enrolled in DVX.

Da Vinci’s three high schools have achieved strong outcomes for diverse students. DVC, DVD and DVS – the WUSD’s “home” or resident high schools for WUSD residents – serve a socio-economically and racially diverse mix of students. The nearby high schools that these students would otherwise attend in the Centinela Valley Union High, El Segundo, and Inglewood School Districts are all much larger, traditional schools.

School Districts (SD) & High Schools (HS)	Number of Students 2016-17	Students Eligible for Free/ Reduced Lunch	Special Ed. Students	English Learners	Foster/ Homeless	Hispanic/ Latino	African American	Asian/ Filipino/ Pacific Islander	White
Centinela Valley Union High SD									
Hawthorne HS (9-12)	2,022	85%	14%	19%	2%	81%	12%	2%	3%
Leuzinger HS (9-12)	1,935	87%	11%	20%	1%	69%	19%	8%	2%
Lawndale HS (9-12)	2,193	82%	10%	13%	1%	73%	18%	4%	2%
El Segundo Unified SD									
El Segundo HS (9-12)	1,191	13%	9%	2%	0%	24%	6%	9%	51%
Inglewood Unified SD									
Morningside HS (9-12)	818	88%	16%	28%	1%	70%	27%	1%	1%
Wiseburn Unified SD									
Da Vinci Communications* (9-12)	271	49%	7%	8%	<1%	47%	28%	3%	16%
Da Vinci Design* (9-12)	598	48%	11%	4%	<1%	64%	16%	3%	11%
Da Vinci Science* (9-12)	541	42%	6%	1%	<1%	54%	10%	8%	19%
Da Vinci RISE** (9-12)									
Charter Schools									
Animo Leadership Charter HS (9-12 by Lennox)	649	96%	8%	12%	2%	98%	1%	1%	0%
Lennox Math Science & Tech Academy (9-12 by Lennox)	573	94%	7%	9%	1%	71%	0%	0%	0%
Los Angeles County	1,511,354	69%	11%	22%	4%	65%	8%	10%	14%

\*These schools are all public charter schools and also the home/resident high schools for WUSD residents.

\*\*Data for RISE High for the 2016-17 school year was included in the data for DVS.

Source: <https://data1.cde.ca.gov/dataquest/>

### Da Vinci Schools Graduation Comparisons

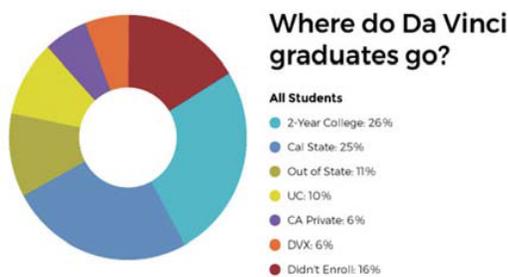
School Districts (SD) & High Schools (HS)	2015-16 Graduation Rate	A-G Completion Rate
Centinela Valley Union High SD		
Hawthorne HS (9-12)	81%	29%
Leuzinger HS (9-12)	88%	47%
Lawndale HS (9-12)	92%	41%
El Segundo Unified SD		
El Segundo HS (9-12)	99%	100%
Inglewood Unified SD		
Morningside HS (9-12)	80%	23%
Wiseburn Unified SD		
Da Vinci Communications* (9-12)	N/A	N/A
Da Vinci Design* (9-12)	67%**	98%
Da Vinci Science* (9-12)	90%	99%
Da Vinci RISE* (9-12)	N/A	N/A

<i>Table continued.</i> School Districts (SD) & High Schools (HS)	2015-16 Graduation Rate	A-G Completion Rate
Charter Schools		
Animo Leadership Charter HS (9-12 by Lennox)	93%	94%
Lennox Math Science & Tech Academy (9-12 by Lennox)	99%	100%
Los Angeles County	82%	50%

\*These schools are all public charter schools and also the home/resident high schools for WUSD residents. DVC and RISE High did not have a graduating class in 2015-2016.

\*\*This graduation rate includes data from DVX, which allows students the option of dual-enrollment for an additional 2 years to obtain general education requirements to obtain an Associate’s Degree or to transfer into a four-year university.

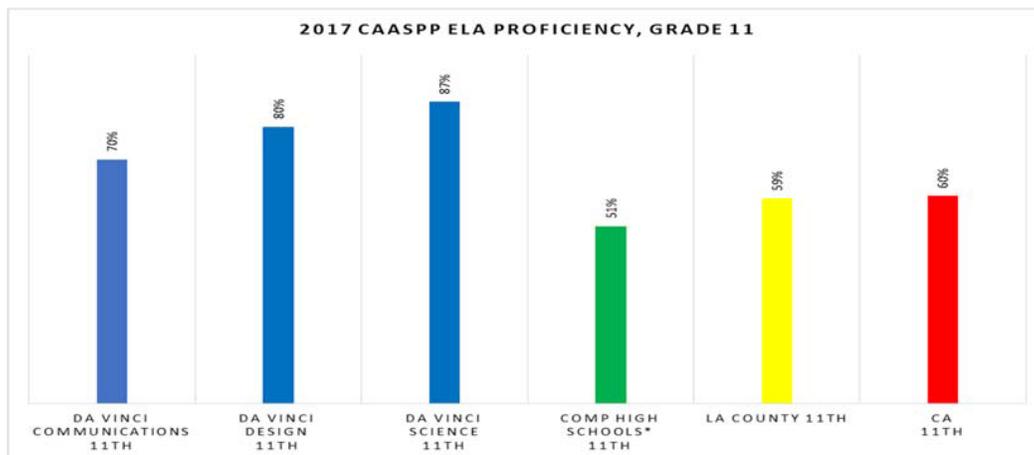
Source: <https://data1.cde.ca.gov/dataquest/>

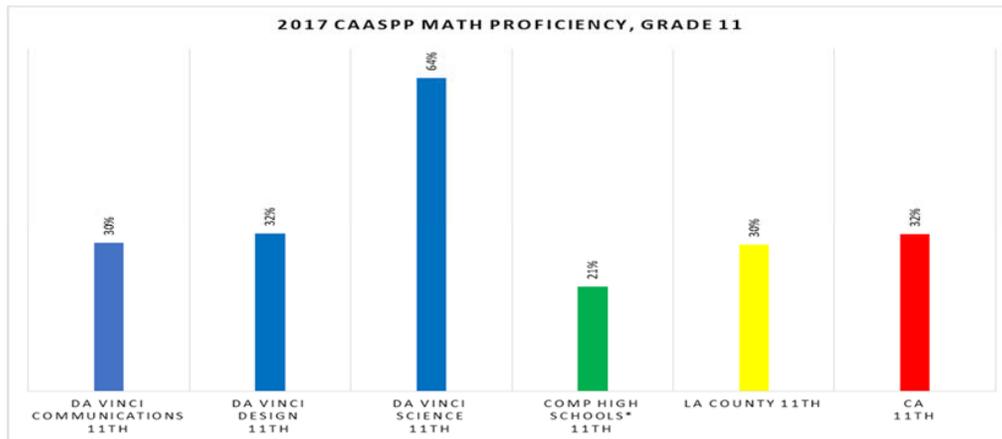


**Where do Da Vinci graduates study?**



Da Vinci Schools’ student proficiency rates on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and math have exceeded nearby schools, County and State rates, in some cases by wide margins.





\*Comp High Schools refers to a weighted average of the following schools: El Segundo High School, Hawthorne High School, Leuzinger High School, Lawndale High School and Morningside High School

Source: <https://caaspp.cde.ca.gov/sb2017/Search?1stTestYear=2017>

Da Vinci Schools is proud of the following accomplishments:

- RISE High was selected as 1 of 10 recipients of the XQ ‘Super School’ grant, funded by Laurene Powell Jobs, to address the unique needs of homeless and foster youth and other diverse learners. Close to 700 teams submitted projects in the national competition to redesign high school.
- Building upon the successes of the Da Vinci model, RISE High has a culture of collaboration with many outstanding nonprofit, industry, and higher education partners that are on the leading edge of innovation in their respective fields, including XQ Institute, A Place Called Home, Children’s Law Center of California, School on Wheels, Gensler, Southern New Hampshire University, and more. Additional Da Vinci partners include: Belkin International, Northrop Grumman, Chevron, Boeing, SpaceX, 72andSunny, Karten Design, Continental Development, Kinecta Federal Credit Union, El Camino College, Cal Poly San Luis Obispo, UCLA Extension, Next Generation Learning Challenges, Los Angeles Air Force Base, and many more.
- RISE High’s principal has been invited to speak at two influential industry events: TEDx Manhattan Beach 2017 (“RISE High: Keeping homeless and foster youth in school”) and SXSW EDU 2018 (“Seamless Learning: Where the Classroom Never Ends”). Da Vinci leadership also have spoken at: Deeper Learning, California Charter Schools Annual Conference, Schools That Can’s Annual Forum, Linked Learning Convention, K12 MindSHIFT Summit, and many more.
- Da Vinci graduates are college-ready and career-prepared with 98% of the Class of 2017 graduating seniors having met UC and Cal State “A-G” requirements and more than 1,200 Da Vinci students have gained valuable workplace skills through work experience and internships as part of Da Vinci’s Real World Learning program. RISE High has graduated 13 students to date who have been accepted to a wide range of post-secondary schools, including MIT, Da Vinci Extension, and several local community colleges.
- Da Vinci Schools is named one of the “Top 75” school and charter networks in the nation. Getting Smart’s “Top 75” list is compiled each year by Tom Vander Ark, former Executive Director for the Bill & Melinda Gates Foundation, and one of the nation’s leading educational voices; the list includes

schools and charter networks that achieve extraordinary results and scaled impact to improve education for millions of children.

- Dr. David Brown, the former Executive Director of the WASC Accrediting Commission for Schools, says "Da Vinci Schools are among the very finest I've seen."
- As leaders in education innovation and project-based, real-world learning, RISE High has been featured in many local and national publications and news outlets, including USA Today, Los Angeles Times, Chronicle of Social Change, Getting Smart, KPCC, KTLA, Teach for America, and many more. Da Vinci also has been published in: U.S. News & World Report, EdSurge, Education Week, Next Generation Learning Challenges, Los Angeles Times, and the Daily Breeze, among others.
- Da Vinci Schools continue to attract local, national, and international attention for innovative programs and practices. Over the past few years, Da Vinci has hosted educators from Australia, Denmark, China, Thailand, Bosnia and Herzegovina, India, Italy, Serbia, Turkey, Henry County School District (Georgia), Menta schools (Illinois), L.A. Unified, Alpine Union School District (San Diego), Big Picture Learning, Alliance College-Ready Public Schools, Linked Learning Alliance, California Charter Schools Association, and many more.

## **B. FOUNDING TEAM**

### **Dr. Matthew Wunder, Chief Executive Officer/Superintendent**

Dr. Matthew Wunder is CEO/Superintendent and a founder of Da Vinci Schools. He has more than 25 years of experience as a teacher, counselor, school administrator and entrepreneur in managing public education resources. Dr. Wunder is a member of the board of trustees of Talking Teaching Network. He has previously served on the board of trustees of Palisades Charter High School, on the Association of California School Administrators/California Association of Professors of Educational Administration Committee, on the statewide CERTICC educational reform committee, and as an educational consultant for the California League of Schools, where he developed curriculum for school administrators and facilitated professional development sessions. As a faculty member at Loyola Marymount University, he has taught Business in Education, Leadership in Instruction, and Learning and Achievement to master's level students. From 2002-2008, Dr. Wunder served as Principal of Richard Henry Dana Middle School in the Wiseburn Unified School District (WUSD), where he led the school to becoming a California Distinguished School and a National Forum Middle School to Watch. Prior to working in the WUSD, Dr. Wunder served as a school counselor in the Santa Monica-Malibu and Manhattan Beach Unified School Districts. He earned his Bachelor of Arts from the University of Arizona. He holds a Master of Education degree, teaching credential, Pupil Personnel Services Credential in School Counseling, and Tier I Administrative Credential from Loyola Marymount University. His doctorate in Education Technology was earned from Pepperdine University.

### **Marshall Mayotte, Chief Financial Officer**

Marshall Mayotte has always been interested in serving underprivileged youth. This was partly inspired by his father's childhood stories of living in an orphanage for more than a decade. Inspired to serve children, Mr. Mayotte initially majored in education then changed course to pursue a career in business management, graduating with a Bachelor of Arts in Business Economics and a Minor in Accounting from the University of California, Los Angeles (UCLA). Over the next few years, he worked as a consultant,

accountant, and controller while he attained a Certified Public Accountant and Certified Financial Planner designations, and a Master of Business Taxation from the University of Southern California and a Master of Business Administration (MBA) from UCLA. After attaining his MBA, an education professor at UCLA introduced him to charter schools. Eleven years later, after converting three public high schools to charter schools and serving as a financial officer for several other schools, Mr. Mayotte is now serving Da Vinci Schools as its Chief Financial Officer.

#### **Dr. Chris Jones, Chief Operating Officer**

Dr. Chris Jones has served students and families in public education since 1985. He began his career as a middle school teacher at Culver City Middle School, then as an Assistant Principal during his six years with the Culver City Unified School District. Dr. Jones also served as an Assistant Principal at El Segundo Middle School in the El Segundo Unified School District, followed by Principal appointments at Hermosa Valley School in the Hermosa Beach City School District and at Juan de Anza Elementary School in the Wiseburn Unified School District. Throughout his teaching and administrative career, Dr. Jones has kept his focus on building strong and positive school cultures while strengthening student academic achievement. Dr. Jones completed his undergraduate degree and earned a teaching credential through Loyola Marymount University. Always a life-long learner, Dr. Jones completed a Master's Degree in School Administration at the University of California, Los Angeles and earned his Doctorate in Institutional Management at Pepperdine University. He continued his studies through the University of Southern California, earning a certificate for school business management.

#### **Kari Croft, Founding Principal**

Kari Croft is the Founding Principal of RISE High and was awarded Da Vinci Schools' first Fellowship for the 2015-16 school year, during which she spent time learning intensively about the Da Vinci Schools model and developing the school model for RISE, along with leading the XQ Super Schools application process. Ms. Croft grew up in South Carolina and graduated from the University of South Carolina with a Bachelor of Arts in English Language & Literature. She earned her California Single-Subject Credential in English from Loyola Marymount University and taught English for three years. She then spent one year recruiting, training and coaching new teachers before heading to Boston for graduate school. In 2015, she graduated from the Harvard Graduate School of Education with her Master's in School Leadership and her Administrative Credential in Massachusetts.

#### **Board President & Trustee**

**Ms. Lida Jennings** is the Executive Director of Teach For America Los Angeles, and has 20 years of experience in the higher education and corporate retail sectors. Most recently, Lida served as assistant dean at the RAND Corporation, following nine years as the director of the full-time MBA Program at the University of Southern California Marshall School of Business. Before relocating to Los Angeles for graduate school, she held a series of leadership roles at Macy's and The Gap in San Francisco. Since joining Teach For America Los Angeles, Lida has held multiple roles on the leadership team, including Managing Director of Strategy, Talent, and Operations, and Managing Director of District and School Partnerships.

Lida earned her BA in psychology from Smith College, MBA from USC Marshall School of Business, and Doctorate in Education from the UCLA Graduate School of Education and Information Studies. Lida has extensive experience volunteering for nonprofit organizations throughout California. She currently

serves as a board member for Endeavor College Prep, a charter middle school in East Los Angeles, and is a member of the Loyola Marymount Graduate School of Education Board of Visitors.

#### **Board Secretary & Trustee**

**Ms. Jennifer Morgan** is Vice President of a South Bay insurance brokerage company and is owner of a home fitness and health business. She has more than 10 years of experience in the hotel industry, including extensive work preparing The Ritz Carlton, Marina Del Rey Hotel for the successful attainment of the prestigious Malcolm Baldrige National Quality Award for exceptional quality and organizational performance excellence. A resident of Hollywood, Jennifer has served as PTA President for several Wiseburn schools and is the mother of two children who currently attend Da Vinci Schools. Jennifer's outreach to the Wiseburn community was instrumental in the start up of Da Vinci's high schools.

#### **Trustee**

**Mr. Tom Johnstone** was most recently the Superintendent of Wiseburn Unified School District, having retired after 10 years there, and 38 years in education. The Wiseburn district was unified, and Da Vinci Schools authorized under his leadership. He started his career as a middle school social studies teacher in 1980, and over the course of his career, has been a middle school counselor, elementary assistant principal and principal, a Director of Curriculum, Instruction, and Assessment, and an assistant superintendent of human resources. Tom is passionate about learning and giving back to the community. He coached girls softball and AYSO soccer for many years, has served as the Vice President of the Westchester Del Rey Girls Softball League, as a Board member of St. Margaret's Center in Lennox, as the Chair of the Board for Diabetic Camping and Education Services, and as an active member of the Hawthorne/LAX/Lennox Rotary Club.

Tom earned his BA in History at the University of Santa Clara, a Master's degree in Latin American History from UCLA, a Master's degree in Counseling from Loyola Marymount University, and a doctorate in Institutional Management from Pepperdine University.

#### **Trustee**

**Mr. Paul Escala** is the Executive Director of Grimmway Schools, two high-performing college-prep K-8 public charter schools in Bakersfield, California. He has worked to improve K-12 education in California since 1999, when, upon graduating from Cornell University, he was appointed chief of staff to Los Angeles Unified School District Board Member Mike Lansing. Paul has also worked as chief of staff to Richard Riordan when he was Secretary for Education, developing a public education agenda focused on local accountability, after-school enrichment programming funding, and reducing state bureaucracy to encourage local innovation. He has also served as the Director of the LAUSD facilities division, the Director of Operations for Partnership for Los Angeles Schools, the Senior Advisor for the California Charter School Association, and President/CEO of his alma mater St. John Bosco High School in Bellflower, where he led the school to a 12% growth in enrollment, 18% growth in four-year college-bound graduates, 95% college persistence rate, and increased annual fundraising from \$650K to \$4.4MM. Since 2016, Paul has been the Executive Director of Grimmway Schools, where he is leading the mission to close the achievement gap of students, develop more high-performing public schools throughout the rural Central Valley, and create early college pathways for students.

### **C. KEY RISE HIGH PARTNERS**

#### **Richstone Family Center**

The Richstone Family Center was incorporated as a non-profit social services agency in 1974. In 1977, the State of California awarded Richstone a grant as one of the first of 6 child abuse treatment and prevention programs in the state. With this grant Richstone Center was established as a comprehensive agency providing services to approximately 70 families a year. In 1980, Richstone was recognized as a neighborhood family center by ICAN (Los Angeles County Inter-agency Council on Child Abuse and Neglect). Since that time, Richstone has expanded its staff from six to more than 135, increased the number of programs offered; expanded the area of service from Hawthorne to include the southwest corner of Los Angeles County and the Greater South Bay; increased the number of sites offering services to include six school districts; and opened a Transitional Living facility and a satellite office in Torrance. Richstone offers services for children from birth to 18 and for parents in their teens to grandparents in their sixties. Throughout this period of rapid growth, Richstone invested 83%-90% of all revenue to directly serve the highest need communities.

Today, Richstone continues to be one of the most progressive centers for trauma-focused treatment and the prevention of child abuse in Los Angeles County and the first Southern California recipient of a Blue Ribbon Affiliate designation from Parents as Teachers, recognizing Richstone's commitment to providing quality services to kids and their families from communities in L.A. County's South Bay and neighboring South L.A. areas.

#### **A Place Called Home**

A Place Called Home (APCH) is a non-profit youth center that has served the South Central community for 25 years, and has partnered with RISE High to provide our first co-located Learning Site. APCH currently offers children and youth ages 8-21 a variety of programs and services including health and nutrition; creative expressions such as theater, dance, and music; and job readiness training and internship placement. Their educational programs also support RISE High students through an array of opportunities: supportive tutoring, college preparation courses, SAT/ACT tutoring, college counseling, financial aid workshops, and assistance with college applications and scholarships. APCH has a full counseling team that works closely with RISE High staff to provide counseling services, coaching, and mentorship for students. The team meets with RISE High's Student Support Services Team each week to align support through case conferencing, and to ensure all students are receiving necessary services and have access to necessary resources for their well-being. Through our partnership with APCH, RISE High students have access to after-school, weekend, and all-day summer programming that includes tutoring and homework support, and a full spectrum of instruction in the arts, athletics, dance and music.

#### **New Earth**

New Earth is a non-profit organization that has served juvenile justice and system-involved youth since 2004 operating a Federally affiliated Youth Build Program. RISE High will co-locate with New Earth and provide instruction exclusively in partnership with New Earth, a Federally affiliated Youth Build Program, at this location, to students in accordance with Education Code section 47612.1(a)(2).

They began operating out of a single coffee shop and now serve over 1,800 young people per year in probation camps, group homes, placements and juvenile halls throughout Los Angeles and Orange County. New Earth's support continues long after release from incarceration when young people join

New Earth Arts & Leadership center in Culver City where they receive career training, jobs, mentorship, case management, nature expeditions, arts programming, and wraparound services that help them re-enter their communities with all the support and nurturing they need to make a successful transition.

New Earth's mission is to provide youth with mentor-based arts, educational, and vocational programs that empower juvenile justice and system-involved youth ages 13-25 to transform their lives, move toward positive, healthier life choices, and realize their full potential as contributing members of our community. They are committed to reducing the youth recidivism rate in Los Angeles, and have already proven incredibly successful at doing so by keeping 93% of their participants out of the juvenile justice system. 50% of New Earth youth are on active probation and 30% are taken off probation prior to graduation – that number goes up significantly once students become graduates. 70% of youth are placed in meaningful employment while at New Earth. 55% of students graduated last year and 30% went on to college. They partner with the Culver City Police Department and have an innovative diversion program that gives young people ages 13-18 an option of enrolling in New Earth's program IN LIEU of arrest so they are never booked or processed – a truly preventative initiative that ensures that the most vulnerable youth, never enter the juvenile justice system.

### **School on Wheels**

School on Wheels, one of RISE High's first partners, is a non-profit organization that provides academic tutoring for children and youth who are homeless or experiencing housing insecurity throughout eleven regions in six counties throughout Southern California. They not only provide 1:1 tutoring and after-school programming for students, but also assist in provision of school supplies, locating lost student records, school enrollment, and identification and application for scholarships. School on Wheels has been a pivotal partner in the research and design of the RISE High model, and our partnership with them has deepened our understanding and pushed us to think critically about how we can best improve educational options and comprehensive supports for homeless youth, particularly as they move throughout and across counties. School on Wheels has referred several students to RISE High already and provides tutors to RISE High students. School on Wheels has also played a critical role in the training of our staff to ensure they are best prepared to support the needs of homeless and transient youth. Moving forward, we will be working even more closely with the organization as we continue to identify the locations where our homeless students are located so that we can adequately plan for appropriate services to support them.

### **Children's Laws Center**

Children's Law Center (CLC) is another of RISE High's first partnerships formed to deepen our founding staff's understanding of the needs and supports for foster youth. CLC is a "non-profit, public interest law firm that provides legal representation for children impacted by abuse and neglect."

([http://www.clccal.org/mission\\_values](http://www.clccal.org/mission_values)). Every student in Los Angeles County who has an open case with the foster system comes through the CLC's doors at some point, which makes them a key partner for a variety of reasons:

1. Attorneys, working with students who have no current school home (or a school that is not meeting their needs), can refer students to RISE High, and RISE High staff are able to work directly with the attorney and family to provide a smooth, comfortable transition.
2. RISE High staff have a point of contact at CLC who are on call to answer questions regarding our students or specific student situations.

3. CLC staff have provided, and will continue to provide, training and support for RISE High staff to strengthen our skill sets for serving youth who have experienced trauma.
4. CLC staff will assist with legal questions that RISE High students or families may have.
5. CLC will provide assistance in the identification of appropriate resources for our foster students.

### **COMMUNITY NEED FOR CHARTER SCHOOL**

RISE High plans to serve homeless, foster, probation, transient, and out-of-school youth across Los Angeles County where they are. The following presents detailed information first about foster and homeless youth across Los Angeles County, then information about the three target communities RISE High will serve in its first phase.

#### **Foster, Homeless and Probation Youth in Los Angeles County**

According to the California Department of Education, 54,613 homeless youth and 12,558 foster youth were enrolled in public schools (charter and traditional) across Los Angeles County (in all grades, TK-12) in 2016-17.<sup>9</sup> Based on data showing 31.7% of Los Angeles County resident public school students are in high school, this translates to 21,293 high school students who were foster/homeless in 2016-17, and this only includes students who were in fact enrolled in public school. According to the Advancement Project's recent *Blueprint for Youth Development Los Angeles*, The City of Los Angeles has 804,567 youth ages 10 to 24, and of these, there were 68,947 disconnected youth between the ages of 16-24 in Los Angeles, meaning they were neither working nor enrolled in school. Arrest data shows more than 30,000 youth arrests in 2016.<sup>10</sup> In addition, according to Los Angeles County (LAC) Probation website, LAC Probation supervises more than 15,000 youth across the County. (probation.lacounty.gov)

A report released August 2017 by the City of Los Angeles' Workforce Development Board and over 40 Strategic Partners, *LA Performance Partnership Pilot (LAP3): 2017-2020 Strategic Plan Serving Disconnected Youth*, contains additional sobering statistics<sup>11</sup> with similar numbers, expanded to include Countywide data:

- There are 66,000 disconnected youth in the City of Los Angeles and 170,000 Countywide, including disconnected high school dropouts, probation, foster and homeless youth;

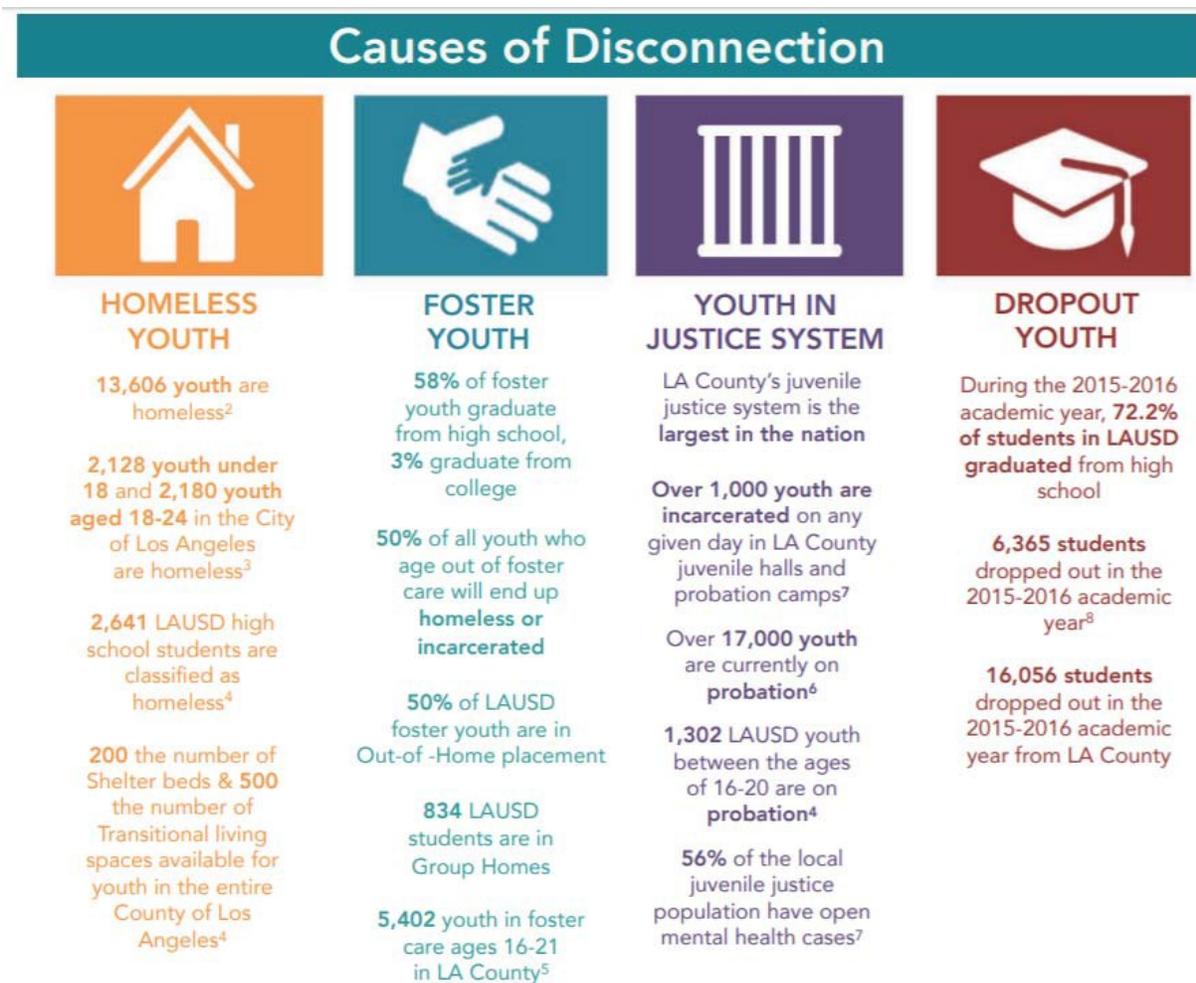
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<sup>9</sup> See <https://data1.cde.ca.gov/dataquest/DQCensus/EnrCharterSub.aspx?cds=19&agglevel=County&year=2016-17>

<sup>10</sup> Advancement Project, *Blueprint for Youth Development Los Angeles*, (citing American Community Survey, 2015, 5-year, and Fogg, N., & Harrington, P. (2016) *Understanding the Diminished Prospects of Disconnected Youth in Los Angeles*. Drexel Center for Labor Markets and Policy.

<sup>11</sup> Los Angeles Performance Partnership Pilot is a leading effort of the City of Los Angeles, the County of Los Angeles, Los Angeles Unified School District, Los Angeles Community College District, local Cal State Universities (CSU 5), Los Angeles Chamber of Commerce, Los Angeles Housing Service Agency, and over 50 public, philanthropic and community-based organizations to improve the service delivery system for this disconnected young adult population and improve their educational, workforce, housing and social well-being outcomes.

- The 2017 Greater Los Angeles Homeless Youth Count estimates that nearly 6,000 Transition Age Youth, ages 18-24 in the County are homeless on any given night, a staggering 64% increase over just last year.



These circumstances have a devastating impact on teenagers and their education. Research shows that students experiencing these particular challenges are far less likely to graduate high school or attend college: 42-46% of foster youth will drop out of high school.<sup>12</sup> America's Promise Alliances states that students who experience homelessness are 87% more likely to drop out.<sup>13</sup> Not surprisingly, youth in Los Angeles area probation camps, while age 16.7 on average, equivalent to 11<sup>th</sup> grade, are achieving at a fifth grade level in math and reading.<sup>14</sup> These outcomes impact the entire community as youth are underemployed and in greater need of public services:

<sup>12</sup> <http://www.nccwe.org/downloads/info-packs/CohnandKelly.pdf>

<sup>13</sup> <http://gradnation.americaspromise.org/sites/default/files/d8/DCTD%20Final%20Full.pdf>

<sup>14</sup> Ibid (citing (McCroskey, 2006, p. 2).

From 2013-2015, over 31% of the youth resident labor force (ages 16-24) in metro LA was UNDERUTILIZED, a sharp increase from 22% in 2000-2002.<sup>9</sup>



Source: LAP3 Report

Similarly, a recent study published by the Advancement Project found that more than a third of the youth in county lockups were rearrested for new crimes and violations within a year of their release.<sup>15</sup> Beyond that, a growing body of research indicates that someone who is incarcerated as a juvenile is at greater risk for future trouble than someone convicted of similar crimes but incarcerated as an adult. For example, a study by economists Anna Aizer and Joseph Doyle Jr. found that youth who were incarcerated were 13% less likely to finish high school and 22% more likely to end up in prison as adults. The Advancement Project study goes on to note:

In Los Angeles County, an alarming number of children and youth live in unsafe, impoverished communities with entrenched violence, have struggling and isolated parents, and attend poorly performing schools. As a result, many of these children and youth end up in the County's health, mental health, child welfare, human services, and juvenile justice systems. Children who enter the juvenile justice system, in particular, face myriad challenges. Research demonstrates that these vulnerable young people often have risk and need factors that include: low academic achievement, mental health and/or substance abuse issues, negative peer networks, and lack of appropriate parental supervision.<sup>16</sup>

The additional obstacles homeless and foster youth face make it even more challenging to gain access to an education that prepares them to be successful and independent. Further, students experiencing homelessness or are in foster care are more likely to interface with the juvenile justice and probation systems, adding to the obstacles standing between them and their high school diploma. Undocumented students face additional hurdles and may be more reluctant to seek out public services. As noted by the

<sup>15</sup> <http://www.cdfca.org/library/publications/2015/la-probation-outcomes.pdf>

*Los Angeles County Juvenile Probation Outcomes Study*, April 2015; Authors Denise C. Herz, Ph.D. Kristine Chan, MSW Susan K. Lee, Esq. Melissa Nalani Ross, MPP Jacquelyn McCroskey, DSW Michelle Newell, MPP Caneel Fraser, Esq. A project of: The Advancement Project, Cal State LA, CDF, USC School of Social Work.

<sup>16</sup> Ibid.

comprehensive LAP3 report, service gaps complicate the attainment of desired outcomes for disconnected youth:

## KEY FINDINGS –SERVICE GAPS FOR DISCONNECTED YOUTH

The P3 Regional Meetings convene service providers together to discuss the needs and challenges they face while serving disconnected youth. These challenges identified gaps in services throughout the Los Angeles region.

- **Housing-** There is a lack of housing placements for transition age youth across the city and larger metro region. Youth need to have access to housing options in the neighborhoods in which they feel most comfortable and connected. Additionally, we need a variety of youth housing, including family, long term, emergency, and transitional housing.
- **Services for International youth that are undocumented-** There is a substantial number of international youth who are undocumented in the region, many of whom are disconnected. Many of these youth come into existing agencies and organizations looking for jobs and also education, and social services.
- **Transportation-** Los Angeles is a diffuse area with insufficient public transportation options. Unfortunately, the array of services needed by disconnected youth is usually in many different locations. Youth need easy access to adequate transportation and an introduction to navigating the public transit system.
- **Services tailored for youth-** Youth need services that are created for youth. The current systems often place youth into services that are tailored toward the needs of organizations. The lack of youth-centered services further alienates them and contributes to their disengagement.
- **Work experience that prepares disconnected youth to be great employees-** Many disconnected youth are undereducated and are unprepared to enter the workforce. We need to identify and/or develop job opportunities that are committed to investing time in our disconnected youth by hiring them and training them to be great employees.
- **Childcare for parenting youth-** The cost of childcare is a significant barrier to any young person who wants to return to school or employment.
- **LGBTQ resources-** LGBTQ youth are disproportionately in disconnected youth. All disconnected youth services including housing, educational services, employment, mental health services, etc., need to be trained on how to meet the needs of this population.
- **Educational services for students who are lacking credits, students with disabilities, and English Language Learner students-** Educational services for these populations are limited, especially after they become 18 years old.

*Source: LAP3 Report*

California and Los Angeles, in particular, face a growing population of students experiencing homelessness and housing insecurity, with rates increasing by significant margins each year despite increased awareness and success in placing families in housing. Based on the Greater Los Angeles Homeless Count, a community effort where volunteers count homeless individuals over a preset timeline within structured grids, the homeless population grew between 2016 and 2017 by 23.3%, with youth under 18 years of age up 41%.<sup>17</sup> As an example, the City of Santa Monica has seen a massive uptick in homeless population in recent years, increasing 26% from 2015 to 2016, and then 4% in 2017. Although last year's increase was slight, growth is anticipated with the upcoming release of the 2018 count in Santa Monica, and throughout most of the County.

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<sup>17</sup> See LAHSA.org/homelesscount

RISE High is directly aligned with the LAP3's Strategic Plan:

**Vision:** All disconnected youth in Los Angeles will secure quality education, training, and employment opportunities.

**Mission:** Transform service delivery systems to improve the education, employment, housing, and physical and mental well-being of the region's disconnected 16-24 year old population.

**Values:** We value Connectivity, Creativity, and Change, that are Centered on youth.<sup>18</sup>

We recognize, just as the LAP3 consortium – which includes LA County in a leading role – recognizes, that changing outcomes for disconnected youth is not easy or simple, but rather requires true transformation:

The biggest challenge to the success of the LA P3 initiative is that success depends on a certain level of organizational change that incorporates both inner shifts in people's values and outer shifts in processes. Peter SenGe clearly explains this:

"A profound change is an organizational change that combines inner shifts in people's values, aspirations, and behaviors with outer shifts in processes, strategies, practices, and systems. In profound change, there is learning. The organization doesn't just do something new; it builds its capacity for doing things in a new way – indeed, it builds its capacity for ongoing change."

*Source: LAP3 Report*

RISE High is intentionally designed to pilot and facilitate this sort of systems change in collaboration with our many partners.

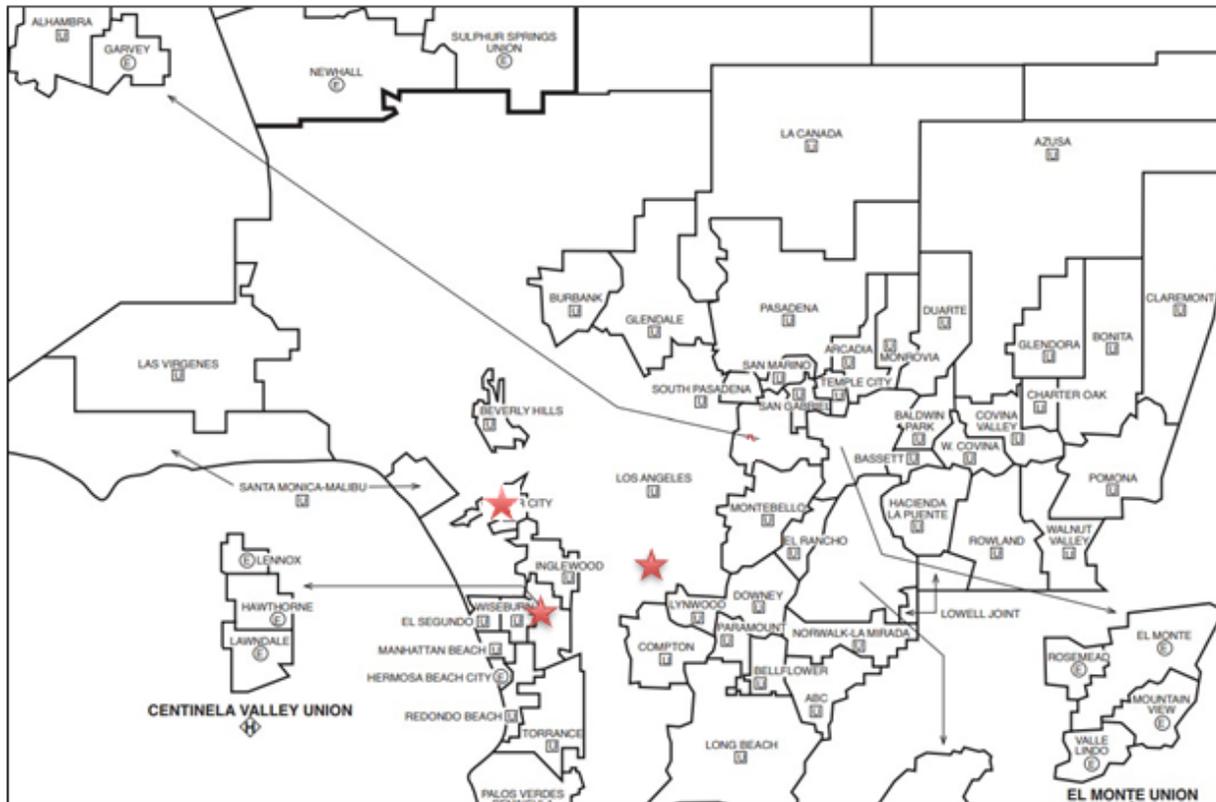
### A. TARGET LEARNING SITE PROFILES

RISE High currently operates three Learning Sites and may operate up to five Learning Sites across Los Angeles County over the charter term, with each Learning Site targeted for areas with higher density populations of foster, homeless, probation, and other disconnected youth.<sup>19</sup> Below is a portion of the map depicting school districts within Los Angeles County, with notations of the three initial Learning Sites:

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<sup>18</sup> <http://www.wiblacity.org/index.php/articles-hidden/232-city-of-la-s-workforce-development-board-and-over-40-partners-launch-the-la-performance-partnership-pilot-strategic-plan-for-serving-la-region-s-170-000-disconnected-young-adults>.

<sup>19</sup> Once we receive approval of the RISE High charter petition, we will request a material revision of the charter for the proposed additional Learning Sites.



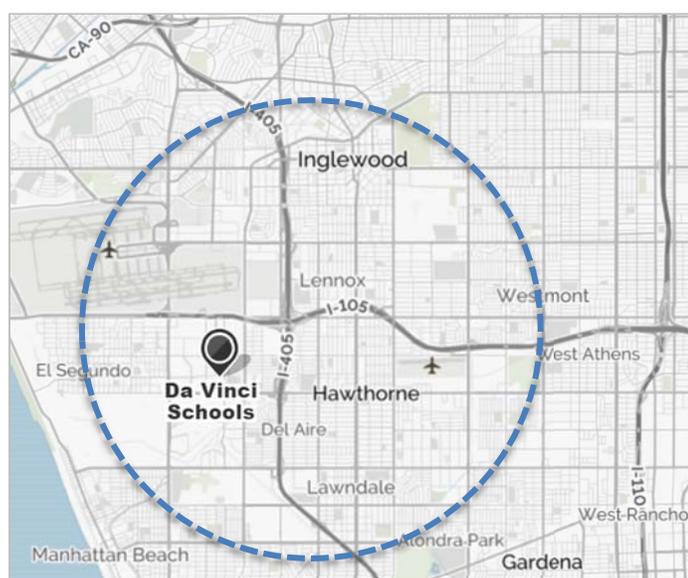
*Target Learning Sites from left to right: Learning Site #1 – Hawthorne/Richstone; Learning Site #2 – South Los Angeles/A Place Called Home; and Learning Site #3 – Co-Located with New Earth*

The following provides detailed information about each community and available educational options for students in these neighborhoods.

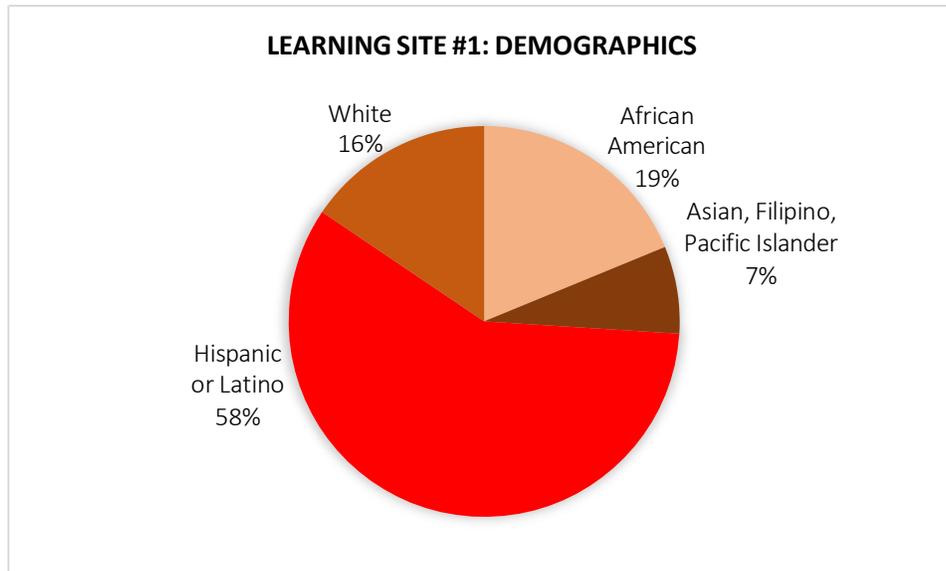
**Target Learning Site #1: Richstone Family Center**

RISE High’s learning site #1 will be in partnership with the Richstone Family Center located at 13634 Cordary Ave Hawthorne, CA 90250. The communities around this site include zip codes 90245 (El Segundo), 90250 (Hawthorne), 90260 (Lawndale) and 90303 and 90304 (Inglewood).

Collectively, with weighted averages for these diverse zip codes, the population in Learning Site #1 is 58% Hispanic/Latino, 19% African American, 16% White, and 7% Asian/Filipino/Pacific Islander; 61% of residents in this area speak a language

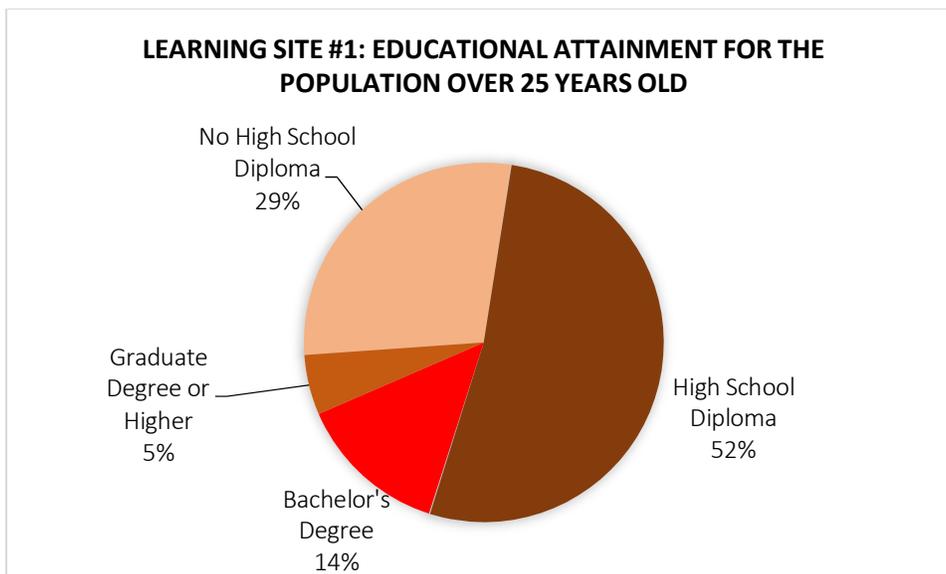


other than English at home  
(predominantly Spanish):



Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

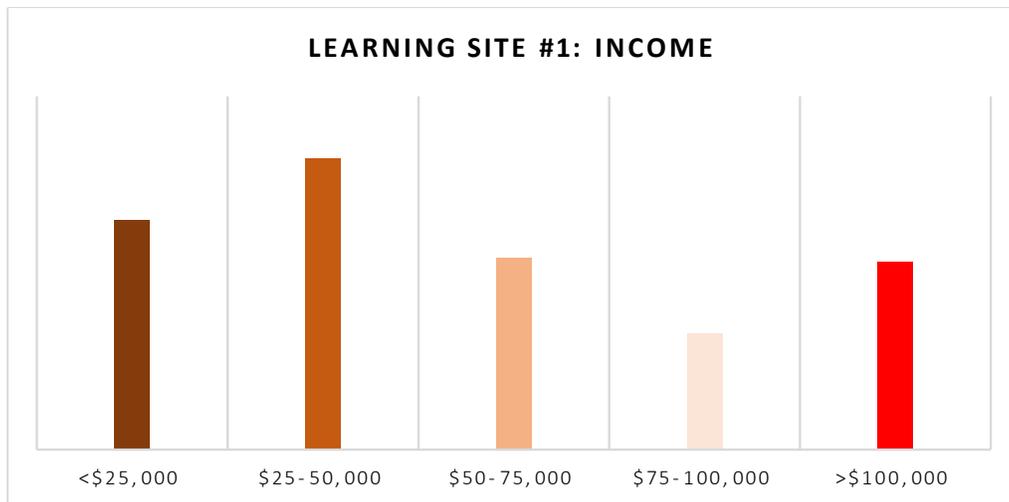
A full 29% of adult residents over age 25 in this community do not have a high school diploma, 52% earned a diploma but did not attend college, and only 19% have earned a four-year college degree:



Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

According to Census data, almost one quarter (22%) of families with children under 18 in this area were living below the federal poverty line. In 2017, the federal poverty line for a family of four was \$24,900. (<https://aspe.hhs.gov/poverty-guidelines>). Notably, according to Living Wage Calculator, a project of Dr.

Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance). (<http://livingwage.mit.edu/counties/06037>). The calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g., clothing, personal care items, etc.). This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. In other words, as many as 71% of families in this zip code are living in poverty based on the economic realities of the area.



Source: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Not surprisingly, crime rates in the area also rank above-average even within the context of Los Angeles. Specifically, based on Los Angeles *Times*’ Community Mapping data, over a six-month period ending January 28, 2018, the Inglewood neighborhood (zip code 90304) ranked 82<sup>nd</sup> out of 209 neighborhoods tracked by the *Times* for the rate of violent crimes, with 51 violent crimes committed in this densely populated 1.06 square mile community within those six months. This included two homicides, three reported rapes, and 30 reported cases of aggravated assault.<sup>20</sup>

The area surrounding RISE High’s Learning Site # 1 offers several traditional public high schools and a few charter schools. The following chart compares the demographics of Da Vinci’s high schools to nearby comparable resident schools:

School Districts (SD) & High Schools (HS)	Number of Students 2016-17	Students Eligible for Free/ Reduced Lunch	Special Ed. Students	English Learners	Foster/ Homeless	Hispanic/ Latino	African American	Asian/ Filipino/ Pacific Islander	White
Centinela Valley Union High SD									
Hawthorne HS (9-12)	2,022	85%	14%	19%	2%	81%	12%	2%	3%
Leuzinger HS (9-12)	1,935	87%	11%	20%	1%	69%	19%	8%	2%
Lawndale HS (9-12)	2,193	82%	10%	13%	1%	73%	18%	4%	2%

<sup>20</sup> <http://maps.latimes.com/neighborhoods/>

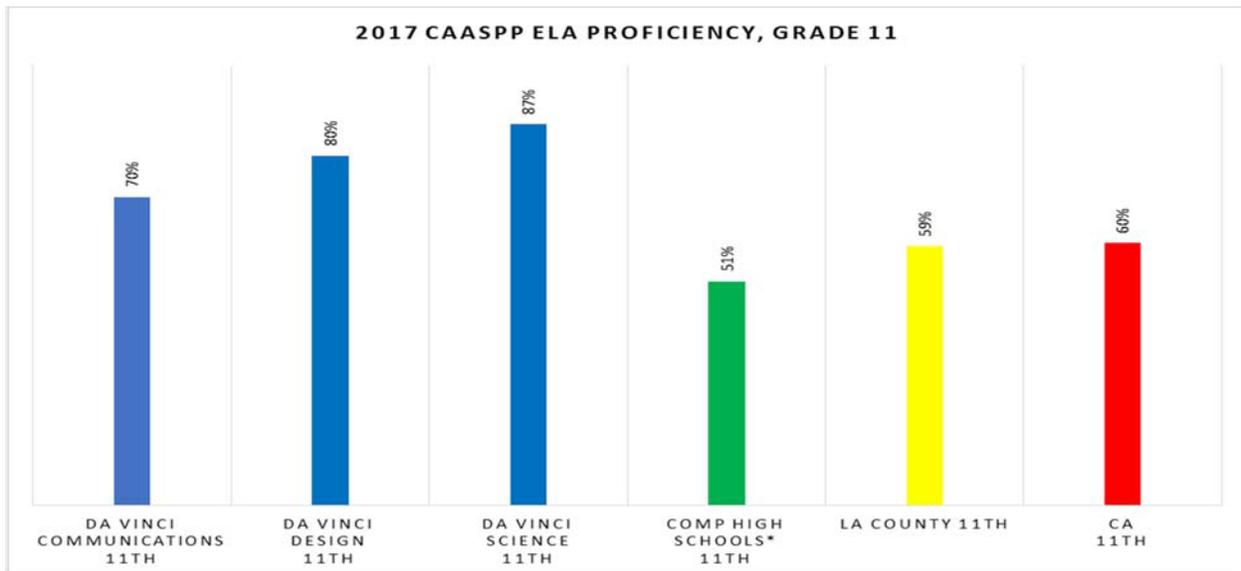
School Districts (SD) & High Schools (HS)	Number of Students 2016-17	Students Eligible for Free/ Reduced Lunch	Special Ed. Students	English Learners	Foster/ Homeless	Hispanic/ Latino	African American	Asian/ Filipino/ Pacific Islander	White
El Segundo Unified SD									
El Segundo HS (9-12)	1,191	13%	9%	2%	0%	24%	6%	9%	51%
Inglewood Unified SD									
Morningside HS (9-12)	818	88%	16%	28%	1%	70%	27%	1%	1%
Wiseburn Unified SD									
Da Vinci Communications* (9-12)	271	49%	7%	8%	<1%	47%	28%	3%	16%
Da Vinci Design* (9-12)	598	48%	11%	4%	<1%	64%	16%	3%	11%
Da Vinci Science* (9-12)	541	42%	6%	1%	<1%	54%	10%	8%	19%
Da Vinci RISE** (9-12)									
Charter Schools									
Animo Leadership Charter HS (9-12 by Lennox)	649	96%	8%	12%	2%	98%	1%	1%	0%
Lennox Math Science & Tech Academy (9-12 by Lennox)	573	94%	7%	9%	1%	71%	0%	0%	0%
Los Angeles County	1,511,354	69%	11%	22%	4%	65%	8%	10%	14%

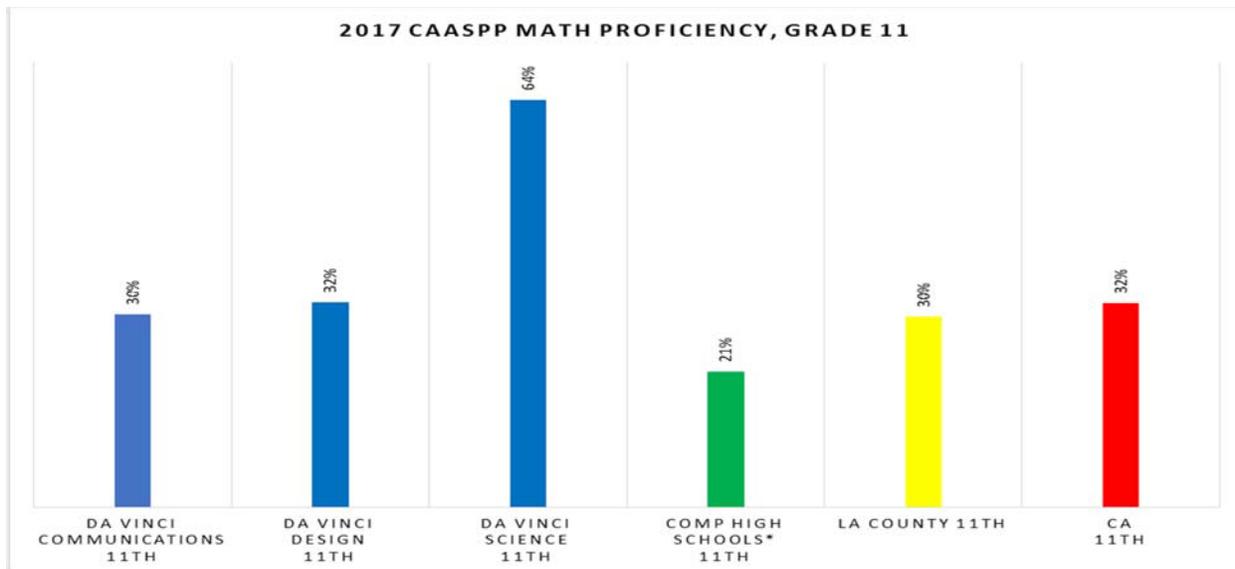
\*These schools are all public charter schools and also the home/resident high schools for Wiseburn residents.

\*\*Data for RISE High was included under DVS for 2016-17.

Source: <https://data1.cde.ca.gov/dataquest/>

Da Vinci Schools’ student proficiency rates on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and math have exceeded nearby schools, County and State rates, in some cases by wide margins.





\*Comp High Schools refers to a weighted average of the scores of students at the following schools: El Segundo High School, Hawthorne High School, Leuzinger High School, Lawndale High School, and Morningside High School

Source: <https://caaspp.cde.ca.gov/sb2017/Search?1stTestYear=2017>

The five large traditional high schools located within the area of Learning Site #1 (other than Da Vinci’s charter schools/resident schools for Wiseburn), collectively serve a total of more than 8,100 students annually. Dropout data shows a significant issue in the community with 1,111 dropouts from these five high schools over five years. Da Vinci Schools have had four dropouts, while the two other charter schools in the surrounding area have had a combined 54 dropouts over the same period.

School Districts (SD) & High Schools (HS)	Total Enrollment (2016-17)	2015-16 Cohort Graduation Rate	2015-20 A-G Completion Rate	2015-16 Cohort Dropout Percentage	Total # Cohort Dropouts over 5 years (2011-2016)
Centinela Valley Union High SD					
Hawthorne HS (9-12)	2,022	81%	29%	14%	360
Leuzinger HS (9-12)	1,935	88%	47%	6%	247
Lawndale HS (9-12)	2,193	92%	41%	6%	129
El Segundo Unified SD					
El Segundo HS (9-12)	1,191	99%	100%	1%	25
Inglewood Unified SD					
Morningside HS (9-12)	818	80%	23%	18%	350
Wiseburn District					
Da Vinci Communications* (9-12)	271	N/A	N/A	N/A	N/A
Da Vinci Design* (9-12)	598	67%	98%	3%	3
Da Vinci Science* (9-12)	541	90%	99%	1%	1
Da Vinci RISE** (9-12)					
Charter Schools					
Animo Leadership Charter HS (9-12 by Lennox)	649	93%	94%	0.05	36
Lennox Math Science & Tech Academy (9-12 by Lennox)	573	99%	100%	0.02	18

School Districts (SD) & High Schools (HS)	Total Enrollment (2016-17)	2015-16 Cohort Graduation Rate	2015-20 A-G Completion Rate	2015-16 Cohort Dropout Percentage	Total # Cohort Dropouts over 5 years (2011-2016)
Los Angeles County	1,511,354	82%	50%	11%	79,726

\*These schools are all public charter schools and also the home/resident high schools for Wiseburn residents.

\*\*Data for RISE High was included under DVS for 2016-17.

Source: <https://data1.cde.ca.gov/dataquest/>

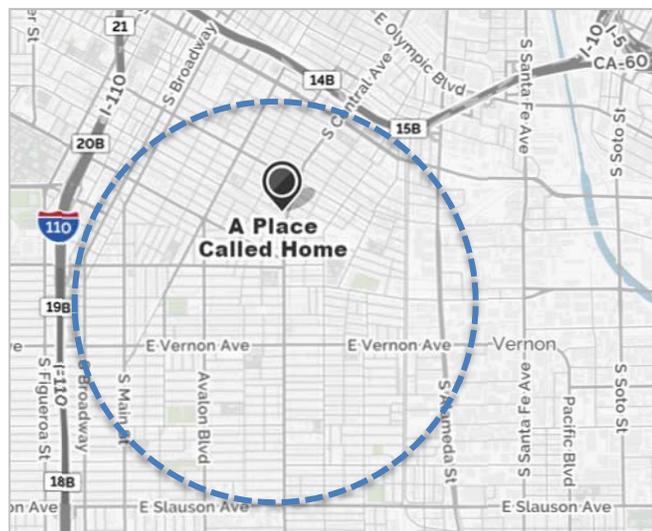
While the community does offer some drop-out recovery and continuation school programs, these schools are not serving nearly as many students as have been reported dropping out in the area:

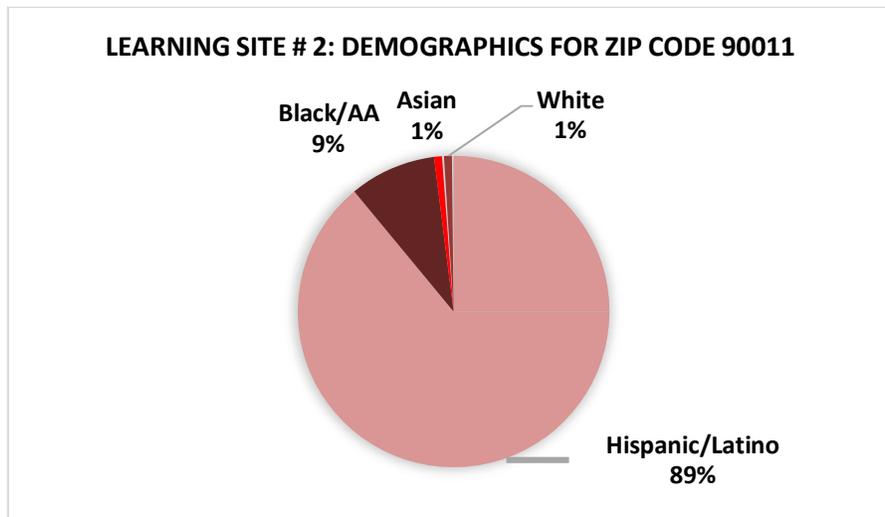
Continuation High Schools (School Districts)	2016-17 Total Enrollment	2015-16 Cohort Graduation Rate	2015-16 Cohort Dropout Rate
R.K. Lloyd (Centinela Valley Union High)	206	45.5%	26.4%
Inglewood (Inglewood Unified)	78	0%	97%

Source: <https://data1.cde.ca.gov/dataquest/>

**Target Learning Site #2: South Los Angeles (LA)/A Place Called Home (APCH)**

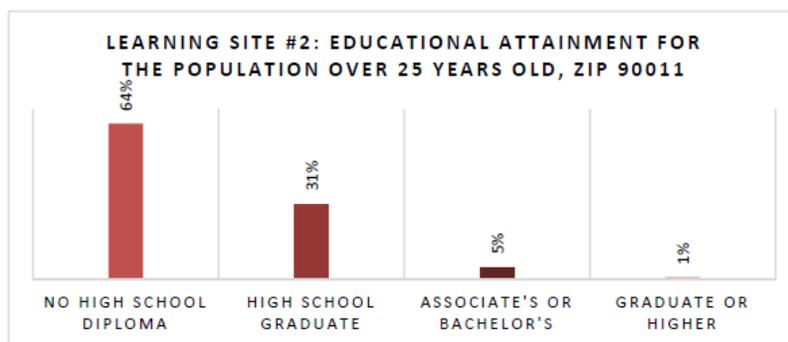
In the fall of 2017, RISE High launched our second Learning Site in partnership with APCH, located in South LA (zip code 90011). The community surrounding APCH is predominantly Hispanic/Latino (89%); 88% of residents in zip code 90011 speak a language other than English at home (predominantly Spanish).





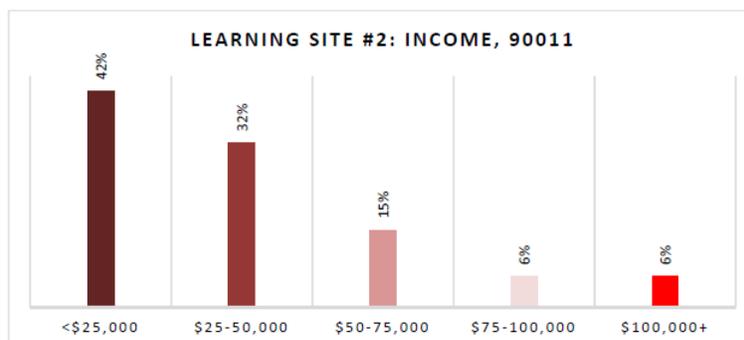
Source: <https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011)

A significant majority of adult residents in this community (64%) do not have a high school diploma and only 6% have earned a two or four-year college degree:



Source: <https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011)

According to Census data, 42% of families with children under 18 in zip code 90011 were living below the “official” federal poverty line, which, as detailed above is effectively one third of the realistic basic income needed for a family in urban Los Angeles – essentially all but 12% of residents of this community live in significant poverty by realistic standards.



Source: <https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011)

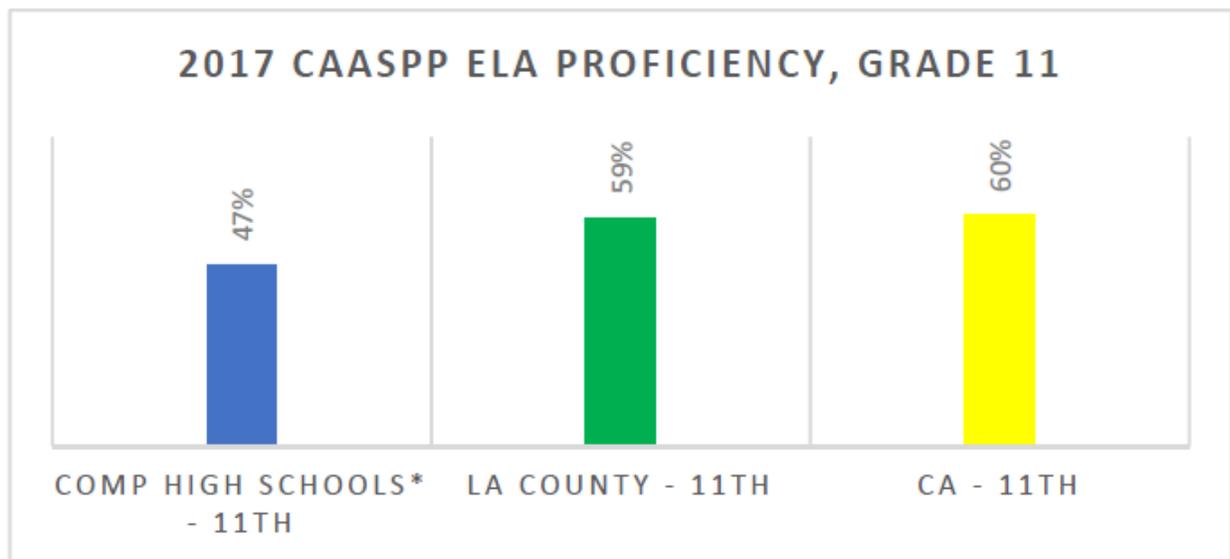
The community in South LA is also plagued with high crime rates – ranked 24<sup>th</sup> out of 209 neighborhoods tracked by Los Angeles *Times*’ Community Mapping data over a six-month period ending January 22, 2017 for the rate of violent crimes, with 347 violent crimes committed in this densely populated 2.5 square mile community in just six months. This included five homicides, seven reported rapes, and 166 reported cases of aggravated assault. Within that same time period, there were 821 property crimes in the neighborhood, ranking 53 out of 209 for property crimes.<sup>21</sup>

These community factors impact the ongoing educational attainment of youth in the neighborhood. With few adults possessing a high school diploma, plus the challenges of extreme poverty, high crime rates and gang involvement, stresses impact many students’ ability to complete high school and realize better futures for themselves and their families.

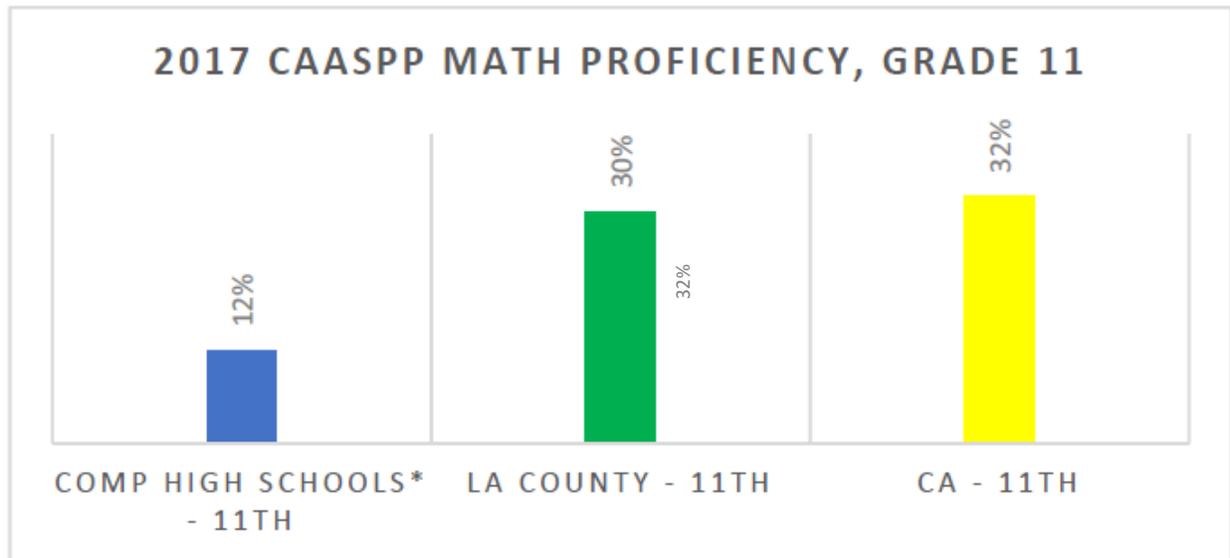
School Districts (SD) & High Schools (HS)	Number of Students 2016-17	Students Eligible for Free/ Reduced Lunch	Special Ed. Students	English Learners	Foster/ Homeless	Hispanic/ Latino	African American	Asian/ Filipino/ Pacific Islander	White
Los Angeles Unified SD									
Santee Education Complex (9-12)	1,923	91%	16%	27%	6%	92%	6%	1%	1%
Dr. Maya Angelou Community HS (9-12)	1,119	91%	13%	31%	4%	90%	9%	0%	0%
Thomas Jefferson HS (9-12)	777	86%	14%	27%	4%	87%	11%	0%	1%
Los Angeles County	1,511,354	69%	11%	22%	4%	65%	8%	10%	14%

Source: <https://data1.cde.ca.gov/dataquest/>

On the CAASPP, the traditional schools in the community are below the County and statewide proficiency rates for 11<sup>th</sup> graders in ELA and Math.



<sup>21</sup> <http://maps.latimes.com/neighborhoods/neighborhood/historic-south-central/crime/?lat=34.007889&q=Los+Angeles%2C+CA+90011%2C+USA&lng=-118.2585096#six-months>



\*Comp High Schools refers to a weighted average of the scores of students at the following schools: Santee Education Complex, Dr. Maya Angelou Community High School, and Thomas Jefferson Senior High School.

Source: <https://caaspp.cde.ca.gov/sb2017/Search?1stTestYear=2017>

Looking at the three large traditional high schools located within zip code 90011/Learning Site #2, collectively serving a total of more than 3,800 students, dropout data shows 758 dropouts from these three high schools over four years:

School Districts (SD) & High Schools (HS)	Total Enrollment (2016-17)	Cohort Graduation Rate (2015-16)	A-G Completion Rate (2015-2016)	Cohort Dropout Percentage (2015-2016)	Total # Cohort Dropouts over 5 Years (2011-2016)
Los Angeles Unified SD					
Santee Education Complex (9-12)	1,923	72%	49%	19%	309
Dr. Maya Angelou Community HS (9-12)	1,119	71%	46%	23%	152
Thomas Jefferson HS (9-12)	777	76%	59%	23%	297
Los Angeles County	1,511,354	82%	50%	11%	79,726

Sources:

<http://www6.cde.ca.gov/californiamodel/report?indicator=grad&year=2017s&cdcode=&scode=0109447&reporttype=sgroups>;

<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?Agglevel=S&cdscode=19647330124479>

While graduation rates appear to be improving, the fact that one-fifth to one-quarter of students at the primary high schools in this single zip code are dropping out is alarming. Three continuation schools operated by LAUSD are located in or near this community, with mixed results:

Continuation High Schools (School Districts)	2016-17 Total Enrollment	2015-16 Cohort Graduation Rate	2015-16 Cohort Dropout Rate
Central (Los Angeles Unified)	400	10.71%	37.5%
Frida Kahlo (Inglewood Unified)	150	18.0%	35.9%
Metropolitan (Los Angeles Unified)	165	2.78%	36.1%

Source: <https://data1.cde.ca.gov/dataquest/>

### Target Learning Site #3: New Earth in Culver City

RISE High's learning site #3 is located at the New Earth campus in Culver City located at 12100 W. Washington Blvd., Los Angeles, CA 90066.

As New Earth primarily supports youth who are at-risk (e.g., incarcerated, probationary, and other transient youth), the following demographics do not necessarily reflect the students RISE High would serve with New Earth.

The total population in 2017 for Culver City, California was 39,432. In 2017, the largest proportion of Culver City residents was White at 49%. The second largest group was Hispanic/Latino at 26%, followed by the Asian/Filipino/Pacific Islander community at 17%, and African Americans with the smallest percentage at 8%.

The overall demographic profile, however, does not mirror the high school student demographic profile for the two local campuses or the students served by New Earth. As seen in subsequent pages in the school profiles, Hispanic/Latino students are the largest proportion, followed by White, African American, and Asian/Filipino/Pacific Islander students.

### C. RISE HIGH IS A PROVEN MODEL AND WILL MEET THIS COMMUNITY NEED

As mentioned above, RISE High was piloted as a program under Da Vinci Schools during the 2016-2017 school year. In our first year, we served 30 students from a wide variety of backgrounds. We graduated 13 students, and with the exception of one student who moved out-of-state, retained the other students as they moved into RISE High for the 2017-2018 school year.

In August 2017, RISE High opened with 32 students across two sites – one in Hawthorne and one in South Central; since then, we have continued to add enrollment, and have increasingly enrolled more and more students who meet our vision and mission: foster, homeless, probation, transient, and credit- deficient youth. RISE High is currently serving 115 students across the two sites – a 260% increase in enrollment since day 1. The current demographics are as follows:

	Number of Students 2016-17	Students Eligible for Free/Reduced Lunch	Special Ed. Students	English Learners	Foster/Homeless	Probation	Hispanic or Latino	African American	Asian/Filipino/Pacific Islander	White
<b>Hawthorne</b>	43	55%	21%	14%	14%	2%	35%	40%	0%	16%
<b>South Central</b>	72	60%	22%	15%	20%	17%	70%	26%	0%	0%

#### **D. RISE High Will Meet The Purpose And Goals Of The California Charter Schools Act**

RISE High will support the purpose and goals of the California Charter Schools Act (EC § 47600 *et seq.*) by providing opportunities for teachers, parents/families, students, and community members to establish and maintain a school which operates independently from the existing school district structure in order to:

- *Improve student learning, with special emphasis on expanded learning experiences for those identified as academically low achieving, as well as high achieving students.* RISE High’s innovative program is specifically designed for those who have most struggled to succeed and earn a high school diploma in traditional school models. Whether they have a learning disability, are English Learners, are gifted or simply learn differently, RISE adapts to each student rather than expecting students to adapt to our school. Whatever the students’ needs, the goal is ultimately the same: help them learn and grow and realize a better future for themselves.
- *Encourage the use of different and innovative teaching methods.* RISE High integrates real-world, project-based learning across the curriculum with culturally relevant pedagogy to help motivate disconnected youth and help them find meaning in their education. Through Personalized Learning Plans for every student, our STAC Teams (Student-Teacher-Adult (parent)-Counselor/Case Manager) continuously adapt the standards-aligned curriculum delivery and pacing, and provide comprehensive, trauma-informed wraparound supports to help each student meet high expectations for success.
- *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.* Da Vinci Schools has an acclaimed model of comprehensive professional development and teacher collaboration, both with their teaching peers as well as industry experts, college faculty, social service providers and other experts, all working to help teachers continuously improve their practice to meet individual student needs. At RISE High, we train our teachers well and give them autonomy to do what they do best, including sharing their expertise and best practices with their peers in a highly collaborative environment. RISE High teachers develop and curate their own curriculum that is CCSS-aligned. They receive training, support, and instructional design stipends for this process. They also receive 25 days of Professional Development (PD) each school year, including two weeks of training and workshops at the beginning of the year, along with a weekly one and a half hour PD. This PD time addresses a variety of trainings and support RISE High teachers need to be successful in this unique program, including those facilitated by our partner organizations
- *Provide parents/families and students with expanded choices in the types of educational opportunities that are available within the public school system.* RISE High was honored to be one of ten schools across the nation to win the XQ Super Schools prize for our “breakthrough” model of a high school that meets our most vulnerable and disconnected students when, where and in the ways they need, offering a flexible, authentically student-centered program that has not previously been available. We believe our model ultimately will serve as a replicable option for educators and service providers nationally.
- *Provide a performance-based accountability system.* RISE High focuses on student mastery of standards-aligned content and critical 21<sup>st</sup> century competencies, rather than seat-based time and a “one size fits all” curriculum delivery and accountability system. We allow – and even encourage –

our students to demonstrate their mastery of learning goals in numerous ways, seeking to inspire them and perhaps most importantly, learn how they best learn. While credit attainment, standardized tests, and more “traditional” accountability metrics have a role in our model, RISE High is designed to be flexible, including offering multiple pathways to graduation and preparation for various post-secondary plans.

- *Provide rigorous competition to stimulate continual improvements in all public schools.* Quite simply, there is a tremendous need in Los Angeles County to better serve our most disconnected youth. Just as we do not believe that one method of curriculum delivery serves all students, we also believe that one school model is not the panacea to fix a vastly complex and challenging issue. Rather, it is our hope that as we demonstrate success with our innovative model of serving foster, homeless, probation and other disconnected youth, we will add value to the ongoing conversation about how to best serve these members of our community. Since our founding, Da Vinci Schools has been committed to being an “open source,” and we freely discuss and disseminate our model and strategies for others to replicate: hosting visitors, delivering speeches and presentations, and disseminating our best practices. We look forward to continuing this work in partnership with LACOE.

## **POPULATION TO BE SERVED**

### **A. TARGET POPULATION**

RISH High’s design focus is to meet the needs of homeless, foster, probation, and transient youth, along with other students whose significant needs have not been met successfully in more traditional public schools. Many of our students may already have dropped out of school, or are in jeopardy of doing so. The majority of these students are severely credit-deficient. Ultimately, we believe our model will demonstrate success with a broadly diverse population of students who benefit from a highly personalized, flexibly scheduled, independent study model with intensive wraparound academic and social services supports. During the first charter term, when the school is fully enrolled, we expect to serve approximately 600 students in grades 9-12 at five Learning Sites across Los Angeles County. Each Learning Site will be carefully established to leverage collaborative partnerships with multi-service providers that will help meet our students’ myriad of needs.

### **B. ENROLLMENT PLAN**

With the population we serve, predicting exact enrollment on any given day, particularly per grade level, is virtually impossible. We expect to see many more upper-grade level students (who arrive credit-deficient) than those who are just entering high school, thus our enrollment projections skew more heavily to 11<sup>th</sup> and 12<sup>th</sup> graders. Our school year calendar intentionally begins the first week in August to capture those students who have failed to graduate or who are dropping out – or at risk of dropping out at the end of the traditional school year. Throughout the year, we will continuously enroll new students. While we legally are an Independent Study model school for purposes of flexibility for our students, we do NOT seek to maximize enrollment, but rather plan to operate functionally to meet the needs of severely vulnerable kids who need flexible, whole-child site-based school supports, with approximately 100 - 125 students enrolled at each RISE Learning Site. Given the high-level, unique needs of our students, it is imperative that enrollment numbers at each site remain low enough to ensure personalized academic and holistic support. Further, given the time necessary for students who have experienced

traumatic backgrounds to make adequate socioemotional growth, smaller site sizes are important not only to academic achievement but also to continued school safety and positive school environment.

We plan to start 2018-19 (Year 1) with two Learning Sites and approximately 200 students. Starting in Year 3 (after we have had sufficient time to get the blueprint right and ensure we have established a solid foundation for replication), we intend to add one new Learning Site with 100-125 additional students (based on capacity at the new Sites). Our commitment to growing slowly is aligned to our mission to make RISE High a haven for students. While we plan to continue to grow our model in order to serve as many students as possible, we also strive to be intentional in our growth with the goal of creating a school model that is fiscally sustainable without compromising the high quality of care that students receive. Transiency impacts our enrollment projections.

Five-year Enrollment Projections:

	2018-19	2019-20	2020-21	2021-22	2022-23
9 <sup>th</sup> grade	20	20	24	30	30
10 <sup>th</sup> grade	40	40	50	13	30
11 <sup>th</sup> grade	70	70	88	34	80
12 <sup>th</sup> grade	70	70	88	153	70
<b>Totals</b>	200	200	250	230	210

## GOALS AND PHILOSOPHY

### A. MISSION AND VISION

Da Vinci RISE High’s mission is to provide 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. RISE High is designed to be a haven for students experiencing homelessness; foster and transition-aged youth; probation youth; out-of-school-youth; and other students disconnected from traditional educational options. RISE High serves as a home for students 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 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.

The following mission-critical mindsets drive the implementation and growth of our program:

<b>Students First</b>	<ul style="list-style-type: none"> <li>• All decisions are measured against the question: “What’s best for our students?”</li> <li>• We consistently seek out student voice and feedback to ensure the school is responsive to individual needs.</li> </ul>
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<b>Relationship-centered Work</b>	<ul style="list-style-type: none"> <li>• Our work is grounded in and dependent upon strong working relationships across diverse experiences that bridge differences and persevere during conflict.</li> <li>• We trust each other and believe in each other's best intentions.</li> <li>• We seek to understand each other's perspectives.</li> </ul>
<b>Rigor &amp; Relevance</b>	<ul style="list-style-type: none"> <li>• We believe all students have the right to access a rigorous curriculum that is aligned to their interests, experiences, learning styles, and needs.</li> <li>• We believe curriculum must be reflective of students' identities, backgrounds, and experiences.</li> </ul>
<b>Justice-oriented</b>	<ul style="list-style-type: none"> <li>• We believe education is the best means for a more just world.</li> <li>• We pursue justice and equity in all of our actions and decisions.</li> <li>• We believe in empowering our students to become leaders and advocates for themselves and others.</li> </ul>
<b>Critical Thought &amp; Analysis</b>	<ul style="list-style-type: none"> <li>• We believe in viewing the world from a critical lens to identify ways to make it better.</li> <li>• We believe in tackling challenges and new experiences by first critically analyzing the situation.</li> <li>• We believe in being intentional and thinking through potential consequences and impacts of actions on ourselves and others.</li> </ul>
<b>Growth</b>	<ul style="list-style-type: none"> <li>• We believe in everyone's ability to master skills and knowledge when investing time and effort.</li> <li>• We value continual growth and improvement in both academic and personal aspects of our lives.</li> <li>• We value feedback as a means of growing and improving.</li> <li>• We are comfortable taking risks because we know it leads to learning opportunities.</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• We believe in staff sustainability to ensure a consistent, healthy, thriving community.</li> <li>• We believe in financial sustainability to ensure we are able to serve students with sufficient resources for as long as possible.</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• We believe in pushing ourselves to think outside of the box.</li> <li>• We believe in challenging the status quo.</li> <li>• We believe there's always a creative way to solve a problem or tackle a challenge.</li> </ul>

We believe that by creating a model that centers around our community's most underserved students and their unique needs, we can provide the education and opportunities they truly deserve and build a proof-point for what a high-quality, high-support, innovative model can look like for all students.

Further, we believe that each and every student, regardless of personal circumstances, should have the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. While many schools today are talking about what it means to prepare students for our 21st century global society, at Da Vinci Schools, we are already employing methodologies that incorporate technology, meaningful interaction with industry professionals' workplaces and skills development, and development of learning habits and core competencies that prepare all of our students for college and meaningful work. Many of the students we serve will be the first in their families to graduate high school. These

students characteristically regard graduation, college, and meaningful careers as an unrealistic dream – it is too expensive, too difficult, and not for someone like them. Thus, a critical goal of our program is to help these students and their families understand that a career related to their interests, a post-secondary education, and financial independence are in fact realistic options in which they can succeed.

RISE High will strive to provide an environment in which informed, resourceful, and reflective students become college-ready, career-prepared, and community-minded individuals who become productive members and respected leaders in the global community.

## **B. AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

California and the nation have recognized that an educated person in the 21<sup>st</sup> century requires new standards and definitions: California's Common Core standards (CCSS), Next Generation Science Standards (NGSS), and new Frameworks for instructional design have sought to help define what it is that students today must learn to be successful in their futures. Organizations such as Partnership for 21<sup>st</sup> Century Learning (<http://www.p21.org/our-work/p21-framework>) (P21) have further led educators' efforts to define 21<sup>st</sup> century skills and competencies. At Da Vinci Schools, while we believe in and embrace the new state standards, we also believe that education is not simply about learning prescribed skills found in standardized tests. Rather, a 21st century education must emphasize aptitudes and attributes that cross content areas and that integrate socio-emotional skills and other attributes emphasized by P21.

Acclaimed journalist and author Thomas Friedman noted that for education to be relevant today and best prepare Americans for the global economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, *The World is Flat*, 2005.) While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in the CCSS/NGSS, we believe our most important job as educators is in helping our students learn *how* to learn and *how* to take responsibility for whatever continuous learning and adaptation to challenges that their future may require.

Da Vinci Schools originally were founded in close partnership and collaboration with industry leaders. Perhaps for that reason we have recognized since our founding that our students will have opportunities and face challenges that we cannot even imagine today, as technology developments and social challenges change our world at a pace never before experienced in human history. The personalization of technology and the devices used to access information is causing continuous "disruptive innovation." High school students today – included in "Generation Z" or what some are calling "iGen" -- find it hard to fathom that smart phones, social media and entertainment-on-demand were introduced shortly before or even since they were born. Psychologist and author Jean Twenge defines iGen as "Born in 1995 and later, they grew up with cell phones, had an Instagram page before they started high school, and do not remember a time before the Internet."<sup>22</sup> These technological advances are made rapidly, and the impact on global economies and virtually every industry and every household – even governments and political engagement -- cannot be overstated.

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<sup>22</sup> Twenge, Jean M., *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy — And Completely Unprepared For Adulthood — And What That Means For The Rest Of Us* (2017).

Because of the rapidly changing world around us, and because of the unique and challenging circumstances RISE High students in particular face, we believe it is critical to equip our students with academic, career-readiness, socioemotional, critical thinking, and lifelong learner skills in order to ensure they are holistically prepared to be successful in the future.

Twenty years ago, journalist, psychologist, and author Daniel Goleman wrote the following in his book, *Working with Emotional Intelligence*:

A survey of American employers reveals that more than half the people who work for them lack the motivation to keep learning and improving in their job. Four in ten are not able to work cooperatively with fellow employees, and just 19 percent of those applying for entry-level jobs have enough self-discipline in their work habits.

More and more employers are complaining about the lack of social skills in new hires. In the words of an executive at a large restaurant chain: "Too many young people can't take criticism—they get defensive or hostile when people give them feedback on how they're doing. They react to performance feedback as though it were a personal attack."

In a national survey of what employers are looking for in entry-level workers, specific technical skills are now less important than the underlying ability to learn on the job. After that, employers listed:

- Listening and oral communication
- Adaptability and creative responses to setbacks and obstacles
- Personal management, confidence, motivation to work toward goals, a sense of wanting to develop one's career and take pride in accomplishments
- Group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements
- Effectiveness in the organization, wanting to make a contribution, leadership potential

Of seven desired traits, just one was academic: competence in reading, writing, and math.<sup>23</sup>

Further, there is a litany of research to support the benefits of direct instruction and facilitation of socio-emotional and "soft" skills in students, including the following:

- Harvard's Graduate School of Education has launched the Making Caring Common project to highlight the importance of teaching empathy.<sup>24</sup> Their research shows that "when young people have empathy, they display more classroom engagement, higher academic achievement, better communication skills, lower likelihood of bullying, less aggressive behaviors, and more positive relationships."

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<sup>23</sup> Goleman, D., *Working with Emotional Intelligence* (2000).

<sup>24</sup> [http://mcc.gse.harvard.edu/files/gse-mcc/files/empathy\\_brief\\_for\\_schools2.pdf?m=1448053946](http://mcc.gse.harvard.edu/files/gse-mcc/files/empathy_brief_for_schools2.pdf?m=1448053946)

- Carol Dweck’s research on growth mindset has demonstrated the power of teaching students about brain plasticity – “how connectivity between neurons can change with experience. With practice, neural networks grow new connections, strengthen existing ones, and build insulation that speeds transmission of impulses.”<sup>25</sup> Her multiple case studies have shown that teaching growth mindset can lead to greater academic achievement, a reduction in bullying and aggression, a willingness to accept and incorporate feedback, and an orientation around continuous learning and growth, based in the belief that the mind is constantly able to learn and tackle new challenges.
- Paul Tough, in his 2012 book *How Children Succeed*, similarly noted that “the character strengths that matter so much to young people’s success are not innate; they don’t appear magically, as a result of good luck or good genes. And they are not simply a choice. They are rooted in brain chemistry, and they are molded, in measurable and predictable ways, by the environment in which children grow up.” (p. 196)
- The Stanford Center for Opportunity Policy in Education published a report in 2015 demonstrating the power of socioemotional learning (SEL) in urban schools.<sup>26</sup> Their findings concluded that students in schools with an SEL focus were more likely to:
  - Report a positive school climate and stronger relationships with teachers and peers
  - Feel safe and supported in school
  - Feel motivated to attend school
  - Experience greater engagement with their schoolwork
  - Be resilient
  - Value helping others in the community
  - Express ambitious goals for their future

In consideration of the aforementioned research, our development team, in collaboration with students, families, and community stakeholders, has developed the following core values and core competencies for RISE students. We believe these values and competencies integrate the standards and findings above, and provide a rigorous blueprint of student success that is aligned to 21<sup>st</sup> Century Learning, CCSS and NGSS, and that demonstrates a commitment to holistic student growth.

### **C. RISE HIGH: TENETS**

At RISE High, we leverage our 5 tenets to drive towards attaining the academic and social emotional skills for success in the ever changing world

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<sup>25</sup> <https://www.mindsetworks.com/science/Changing-Mindsets>

<sup>26</sup> <https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social-emotional-learning-research-brief.pdf>

The Da Vinci RISE model is designed to provide equitable experiences and equitable outcomes for students most frequently written out of the larger educational narrative. RISE articulates the outcomes as a set of five tenets that comprise the Graduate Profile.  Da Vinci RISE High Graduate Profile

<p><b>Effective Communicator</b></p>	<p>An effective communicator is prepared to engage meaningfully in the world around them by listening actively, adapting to audience needs, speaking and writing clearly, resolving conflicts peacefully, and consuming print and digital media thoughtfully.</p>
<p><b>Tactful Collaborator</b></p>	<p>A tactful collaborator seeks out diverse teams, valuing members' unique contributions (including their own) and participating fully by giving and receiving feedback and owning team outcomes.</p>
<p><b>Skilled Problem-Solver</b></p>	<p>A skilled problem-solver has the fundamental literacies necessary to analyze and evaluate academic information, points of view, and industry process; synthesize conclusions and justify their evidence; and apply acquired knowledge to the design and revision of projects.</p>
<p><b>Critical Thinker</b></p>	<p>A critical and original thinker asks questions and seeks evidence from multiple perspectives to understand and design solutions to complex problems.</p>
<p><b>Empowered Citizen</b></p>	<p>An empowered citizen is a lifelong learner and an engaged, responsible citizen who understands the power of their own identity while seeking to understand and honor those of others.</p>



**DA VINCI  
RISE HIGH  
Graduate Profile**

**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

**Tactful Collaborator:**

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



**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

**Critical Thinker:**

- Asks questions
- Uses relevant and reliable evidence to support claims
- Designs and implements solutions to complex problems

**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

#### D. RISE HIGH: CORE COMPETENCIES

We know that all students, including students with significant challenges in their lives, *can* successfully learn at high levels. They have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. Our 13 Core Competencies integrate the higher-order thinking and 21<sup>st</sup> century learner skills that are taught across all contents and levels at RISE High. These competencies, like our core values, are integrated and represent the key fundamentals necessary for a rigorous and relevant education and success in the 21<sup>st</sup> century.

- **Literacy & Numeracy** refer to the ability to read, view, write, design, speak, problem-solve and listen through both numbers and linguistics to communicate effectively and make sense of the world.
- **Digital Citizenship** is the ability to navigate technology devices and platforms efficiently, responsibly, and safely in order to engage with society in meaningful ways.
- **Analysis** is the ability to critically examine an issue in order to best make sense of it.
- **Problem Solving** is the ability resolve difficult and complicated challenges by identifying best possible solutions.
- **Argumentation** is the ability to use facts and reasoning to support an idea, action, or theory.
- **Evaluation & Critique** are the abilities to think critically and productively about the effectiveness of a process, product, or argument given intent and content.
- **Writing** is the ability to use written language to convey ideas and facts in a way that is contextually effective and grammatically sound.
- **Precision & Refinement** are the abilities to improve a product or process through self-correction or feedback cycles.
- **Presentation** is the ability to use visual, auditory, and experiential tools to appeal to an audience and effectively deliver a specific message.
- **Speaking & Listening** are the abilities to understand and learn from what others say while also conveying ideas and facts orally using verbal language and body language that the audience will best understand.
- **Making Connections** is the ability to draw personal and academic connections to drive a deeper understanding and mastery of content.
- **Investigation** is the ability to effectively engage in formal inquiry of systematic study.
- **Accountability** is the ability to take ownership over your actions through proactive communication with others.

## E. HOW LEARNING BEST OCCURS

RISE High’s design reflects a set of beliefs about how learning best occurs, tied to the school’s overall principles and values, based in extensive conversations with stakeholders (including students), and grounded in research on best practices in education, particularly for those students who have not been successful in more traditional learning environments.

In order to help all students – including those who have not had success in a traditional learning environment – achieve at high levels of academic and personal success, we clearly communicate our high expectations and then provide appropriate, individualized support to meet them where they are and help them achieve the stated goals. We also provide multiple meaningful opportunities for students to demonstrate their accomplishments and successes.<sup>27</sup> During the last decade, research on successful programs for youth at risk of academic failure has clearly demonstrated that high expectations – with concomitant support – is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.<sup>28</sup>

We believe students learn best when:

### 1. Their basic, day-to-day needs are met and they feel safe and secure.

Most of RISE High’s students will need support in meeting their basic needs before they can focus on academics. Finding shelter, three meals per day, medical and mental health services, legal assistance, childcare provision, and security are all critical basic needs that must be met. As Maslow’s Hierarchy of Needs famously defined in 1943, “lower” hierarchy needs such as breathing, food, water, shelter, clothing and sleep must be addressed, followed by a sense of safety and security, before one has the capacity to address higher needs. A hungry child, or one who has not had a good night’s rest for lack of a safe place to sleep, or one who is concerned about her own personal safety can hardly be expected to tackle algebraic formulas with attentiveness.



Within the hierarchy, students also need for their psychological and social needs to be prioritized – including a sense of “belonging” – which includes strong relationships with both peers and adults, particularly those from similar backgrounds who can serve as mentors and advocates as they pursue their goals. “One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students’ basic psychological needs for safety, belonging, autonomy, and competence. When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its

<sup>27</sup> See, e.g., Resnick, L., University of Pittsburg, Institute for Learning: [ifl.lrdc.pitt.edu/ifl/index.php/resources/principles\\_of\\_learning](http://ifl.lrdc.pitt.edu/ifl/index.php/resources/principles_of_learning).

<sup>28</sup> [www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm](http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk11.htm).

expressed goals and values.”<sup>29</sup> A fundamental core of our operations, we emphasize our students’

psycho-social development and sense of “belonging”; including an emphasis on compassionate communication as we help our students develop critical communication and character skills. We believe that schools should “promote the growth of students as healthy, competent, moral people... [including] the discourse of responsibility, interdependent sociality, community, and commitment... the topics that arise in common human experience.”<sup>30</sup>

## **2. Each student is well-known in a small, caring school environment.**

Our model inherently rejects the notion that “one size fits all” in the context of education. Rather, we start with John Dewey’s simple premise that “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.”<sup>31</sup> Being authentically child-centered takes hard work and dedication to continuously differentiate instruction and pacing to meet individual students’ needs. “Many schools identify themselves as ‘child centered’... [y]et few adapt their curriculum and assessment model to reflect each child’s uniqueness and perspective of the world. Instead, children are given a general curriculum to follow and must adapt their skills accordingly.”<sup>32</sup> Every aspect of the RISE High model is customized and personalized for each student, and by limiting each Learning Site to approximately 100 students with staggered, flexible scheduling, we will ensure that each and every student is well-known by several caring adults.

## **3. Learning is active, not passive.**

We believe that learning should not merely consist of one person (a teacher) imparting knowledge onto another (a student), but rather that learning should be interactive and engaging.<sup>33</sup> We believe “learning is an active, contextualized process of constructing knowledge rather than acquiring it” and that “learners continuously test [their] hypotheses through social negotiation... bring[ing] past experiences and cultural factors to a situation.”<sup>34</sup> Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”<sup>35</sup> Active learning can take on many forms, but the common thread is that students are not simply sitting listening to a teacher lecture.<sup>36</sup> Instead, true mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge.<sup>37</sup> For far too long, schooling has been “premised on the notion that there exists a fixed world that the learner must come to know” and that the construction of new knowledge has not been “as highly valued as the ability to demonstrate mastery of conventionally accepted understandings.”<sup>38</sup> We believe that true

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<sup>29</sup> <https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success>

<sup>30</sup> Noddings, 2005.

<sup>31</sup> Dewey, J. *The Child and The Curriculum*. 1902

<sup>32</sup> Vincent Rizzo, *The Howard Gardener School for Discovery, Multiple Intelligences Around the World* (2009).

<sup>33</sup> Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY. Herder and Herder.

<sup>34</sup> [www.learning-theories.com](http://www.learning-theories.com)

<sup>35</sup> dropoutprevention.org; Johnson, Johnson, & Holubec, 1992; Kagan, 1994; Slavin, 1983.

<sup>36</sup> Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY. Herder and Herder.

<sup>37</sup> Freire, 1972

<sup>38</sup> Brooks, J., Brooks, M. (1999). *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA.

mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again, and demonstrate their knowledge: “If you're not prepared to be wrong, you'll never come up with anything original.”<sup>39</sup> The more actively engaged students are in the learning process, and the more relevant the curriculum is to their life and experiences, the more effectively they will understand and retain concepts and skills that are delineated in the state standards, and even more importantly, the better equipped they will be to handle the challenges of the future.

#### **4. School is relevant, engaging, and personalized.**

Students need to engage with content that has connections to their daily life now and to the goals they plan to pursue, and they learn best when this engagement is fostered through critical thinking about the world around them and hands-on learning that synthesizes real-world skills and knowledge in the creation of projects that are meaningful to them and their community. Students also learn best when their education is personalized to their needs, interests, and pace. “Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.”<sup>40</sup> In other words, if what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”<sup>41</sup>

#### **5. Students have voice and autonomy and feel empowered in their pursuits.**

Teenagers and young adults crave autonomy and independence. Just as parents must learn to give their older children increasing autonomy, so too must educators facilitate opportunities to make academic choices and decisions – this has been shown to increase students’ motivation in their education.<sup>42</sup> As students feel empowered by exercising choices and decision-making, they gain a sense of control or ownership over their own learning; in turn, helping them develop a sense of responsibility and self-motivation.<sup>43</sup> When students understand they have ownership of their educational experience they are more likely to take responsibility for their learning.

Further, studies have shown that “students are more motivated, engaged, and responsible when their education is connected to who they are and what they care about”<sup>44</sup>, demonstrating the value of identity and leadership development. These elements are to ensure students feel confident in their skillsets and empowered to navigate the injustices around them as they pursue their goals and create a better world.

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Association for Supervision and Curriculum Development.

<sup>39</sup> Sir Ken Robinson, *The Element: How Finding Your Passion Changes Everything*, 2010, New York, NY. Penguin

<sup>40</sup> Donovan, J., Bransford, S. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC. National Academies Press.

<sup>41</sup> Darling-Hammond, L. (2008). *Powerful Learning: What We Know About Teaching for Understanding*. Maiden, MA. Wiley-Blackwell.

<sup>42</sup> Developing Responsible and Autonomous Learners: A Key to Motivating Students, Teacher’s Modules, Barbara McCombs, PhD, University of Denver. <http://www.apa.org/education/k12/learners.aspx>

<sup>43</sup> Ibid.

<sup>44</sup> <https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social-emotional-learning-researchbrief.pdf>

**6. Students learn best when their teachers receive adequate training, development and coaching around both academic and holistic support.**

Finally, our students learn best when they are being holistically developed, which includes not only providing them with education and access to health, fitness, and personal well-being, but also facilitating their growth in soft skills needed to be successful in life after high school. In order to best serve our students, we know that our teachers must be provided the time, resources and support they need to continuously improve their teaching practice. As we know, “[r]esearch over several decades has shown no one model superior to the others for achieving learning.”<sup>45</sup> Just as we want our students to be persistent and creative in the face of challenges, so too do we expect our faculty to exhibit the same traits in their pursuit of excellence. We also recognize that academic training is not enough; trauma-informed and restorative justice practices will form a core component of ongoing teacher professional development.

**F. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS**

The design of RISE High is driven by our objective of enabling our students to become self-motivated, competent, and lifelong learners. We believe in a “growth mindset”: that intelligence is a result of hard work, success is a measure of achievement toward set goals, and each student is the master of his or her own fate.<sup>46</sup> We recognize that virtually all quality jobs in the global economy will require technology skills. One of our primary goals is to ensure that all of our students gain the skills necessary and are fully prepared for high-quality jobs upon graduation.

Students are expected to achieve a minimum of one year of academic growth for each year of study. In addition, it is our goal to meet or exceed those state and federal standards and goals that apply to charter schools.

Therefore, RISE High has, as its highest priorities, to:

- Promote quality college and career-preparatory education, leveraging critical thinking, problem solving, and a personalized approach to learning
- Employ qualified teachers who are both trained in trauma-informed care and skilled in implementing a personalized, project-based curriculum, thus ensuring students are holistically cared for and pushed towards a rigorous academic experience.
- Prepare curriculum that provides authentic and personalized learning experiences and leads to enhancement of the undergraduate education of the future workforce.
- Provide students with the opportunity to earn college credit while in high school to increase their ability to complete a higher education degree.

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<sup>45</sup> Saphier, Jon. *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching, Inc., 1997. Print.

<sup>46</sup> Dweck, C. *Mindset: The New Psychology of Success* (2008).

- Partner with service providers to ensure students receive comprehensive support that mitigates the impacts of trauma and allows them to better focus on their academics.

**G. THE REQUIREMENTS OF CALIFORNIA EC 47605.6 § (B)(5)(A)(II)**

**Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

RISE High acknowledges and agrees that it must comply with all applicable laws and regulations related to Assembly Bill 97, Chapter 47, Statutes of 2013 (LCFF), as they may be amended from time to time, which include the requirement that a charter school shall annually submit a LCAP/annual update to Los Angeles County Superintendent of Schools on or before July 1.

In accordance with EC §§ 47604.33 and 47606.5, RISE High shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to EC § 47605.6(b)(5)(A)(ii), using the LCAP template adopted by the State Board of Education, as it may be changed from time to time. RISE High shall comply with all requirements of EC § 47606.5 regarding the process for adopting and amending its LCAP, including but not limited to the requirement that Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update, to hold at least one public hearing to solicit recommendations and comments from members of the public, and to post the LCAP and annual update on the homepage of the school’s website.

RISE High will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in EC § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in EC § 52060(d).

The following chart details the school’s annual goals, for all pupils pursuant to EC § 52052, for each of the eight (8) state priorities identified in EC § 52060(d), including specific annual actions that RISE High will take to achieve each of the identified annual goals.

GOAL #1: CONDITIONS OF LEARNING	
<p><b>All RISE High students will have access to a high-quality, project-based education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.</b></p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1    <input type="checkbox"/> 4    <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 1 (Basic Services)</b>  <i>Priority 1 Outcome 1 – Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</i></p> <ul style="list-style-type: none"> <li>- RISE High will maintain a credential review log as part of teacher hiring process and support our teachers’ credentialing needs.</li> <li>- RISE High will review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance.</li> <li>- All RISE High students will receive instruction from high quality teachers that meet applicable State</li> </ul>	

certification and licensure requirements.

*Priority 1 Outcome 2 – Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.*

- RISE High will review alignment of instructional materials to standards and course offerings.
- RISE High will maintain an annual inventory of instructional materials and respective purchase of materials.
- RISE High budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

*Priority 1 Outcome 3 – School facilities are maintained in good repair pursuant to Education Code section 17002(d).*

- RISE High will conduct annual and monthly facility inspections at Learning Sites to screen for safety hazards.
- Daily general cleaning by janitorial staff will maintain Learning Sites in good repair and adequate cleanliness.

**Priority 2 (Implementation of State Standards)**

*Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development (ELD) standards adopted by the state board for all pupils, including English learners (EL).*

- RISE High will provide CCSS-aligned ELA and Math instruction using integrated ELD and specially designed academic instruction in English (SDAIE) instructional strategies to all students, including ELs through the use Explicit Direct Instruction model.
- RISE High will provide professional development to teachers examining standardized tests (CAASPP/ California Alternate Assessments (CAA), California Science Test (CAST), SAT, ACT, AP, etc.) and benchmark student achievement data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

**Priority 7 (Course Access)**

*Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

- RISE High will provide all students with a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
- RISE High’s Learning Sites will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.
- RISE High will provide opportunities for all students to create or demonstrate advanced academic performance and mastery of RISE competencies via multiple measures of assessment.

- RISE High will provide a 1:1 technology (Chromebook) and 24/7 access to curriculum, assessments and ongoing communication with teachers and other members of their STAC Team (Student, Teacher, Adult such as parent and/or other adult mentor (e.g., an aunt, older sibling, etc.), and Counselor or Case Manger from the Student Support Services Team (psychologist, social worker or counselor), and other key adults (social worker, probation officer, etc.) via our Google Classroom platform.

**Expected Annual Measurable Outcomes**

**Priority 1 Outcome 1:** All teachers will hold a Commission on Teacher Credentialing certificate permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

**Metric/Method for Measuring:** Percent of courses and teachers at RISE High appropriately assigned and with appropriately credentialed personnel. All Students (Schoolwide) as used herein is defined to include the following student groups: Socioeconomically Disadvantaged Pupils, Foster Youth, Homeless Youth, English Learners, African American, and Hispanic or Latino.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Priority 1 Outcome 2:** All RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119

**Metric/Method for Measuring:** Percent of RISE students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Priority 1 Outcome 3:** RISE High facilities will be maintained in good repair pursuant to Education Code section 17002(d).

**Metric/Method for Measuring:** Percent of rooms (all) in good repair; RISE High administration will work with facilities personnel to ensure Learning Sites are maintained in good repair.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Priority 2 Outcome 1:** RISE High will implement the Common Core State Standards as well as the performance standards and English language development standards adopted by the state board for all pupils, including English learners.

**Metric/Method for Measuring:** All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Priority 7 Outcome 1:** All RISE students will have access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.

**Metric/Method for Measuring:** Percent of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**GOAL #2: PUPIL OUTCOMES**

**All RISE High students will have the right to a personalized and individualized education that includes technology skills development, financial literacy, life skills and more to ensure they graduate from RISE High college/career ready.**

Related State Priorities:

- 1       4       7
- 2       5       8
- 3       6

### Specific Annual Actions to Achieve Goal

#### **Priority 4 (Pupil Achievement)**

*Priority 4 Outcome 1 – Performance on standardized test and report on the California School Dashboard (or whatever comparable metric is developed)*

- RISE High will carefully examine CAASPP/CAA and CAST scaled scores and other newly developed state and federal accountability information and quarterly review progress towards targets with all instructional staff.
- RISE High will analyze CAASPP and Measure of Academic Progress (MAP) test data, as well as course grades, credit completion, progress towards graduation, and other state and internal assessment scores and quarterly review progress towards targets.

*Priority 4 Outcome 2 – Share of pupils that are college and career ready (A-G)*

- RISE High will offer courses that meet UC/CSU admission requirements to all students.
- RISE High advisors will work with each STAC Team to create a Personalized Learning Plan (PLP) that details a pathway to graduation and post-grad plans, outlining the classes students will take and support services to be provided for the semester and throughout their RISE High enrollment.
- Advisors will assist and conduct activities supporting PLP goal attainment, including monitoring course passing progress.

*Priority 4 Outcome 3 – Share of English learners that become English proficient*

- RISE High will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- RISE High will conduct periodic professional development (PD) sessions to inform and update instructional staff on progress of EL subgroup, ELPAC training and reclassification awareness.
- RISE High will conduct PD in explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking, and listening. This PD will take place throughout the 25 calendared PD days and the weekly scheduled PD meetings for staff.

*Priority 4 Outcome 4 – English learner reclassification rate*

- RISE High budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- RISE High will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs.

#### **Priority 8 (Other Pupil Outcomes)**

*Priority 8 Outcome 1 – Pupil outcomes in the subject areas described in Education Code section 51210*

- RISE High will provide CCSS-aligned ELA and math instruction using both designated and integrated ELD instruction.
- Counseling and instructional staff will review course passing data at progress report dates for EL students in order to proactively support students toward academic success in core English course.

### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1:** RISE High student significant subgroups will meet or exceed growth targets in ELA/Literacy and Math on the CAASPP (or CAA) assessment system.

**Metric/Method for Measuring:** Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP/CAA assessment system based on prior year data. All Students (Schoolwide) as used herein is defined to include the following student groups: Socioeconomically Disadvantaged Pupils, Foster Youth, Homeless Youth, English Learners, African American, and Hispanic or Latino.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Prior year +/- 3 points			
<p><b>Priority 4 Outcome 2:</b> RISE students will take UC/CSU A-G approved core content courses and pass with a “C” or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes.  <b>Metric/Method for Measuring:</b> Percent of RISE students passing assigned UC/CSU A-G approved courses with “C” or better.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
<p><b>Priority 4 Outcome 3:</b> EL students will advance at least one proficiency level annually.  <b>Metric/Method for Measuring:</b> ELPAC assessments.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	2018-2019 School Year	Baseline Year	Previous year +/- 1.5%			
<p><b>Priority 4 Outcome 4:</b> RISE High will appropriately reclassify English Learners.  <b>Metric/Method for Measuring:</b> EL reclassification rates.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	2018-2019 School Year	Baseline Year	Previous year +/- 1.5%			
<p><b>Priority 8 Outcome 1:</b> RISE High EL students will pass their courses with grades of “C” or higher.  <b>Metric/Method for Measuring:</b> Course grades.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	2018-2019 School Year	Baseline Year	Previous year +/- 1.5%			

GOAL # 3: ENGAGEMENT	
<p><b>Every RISE student and their parents and other supportive/mentoring family members will access a safe and welcoming Learning Site and be provided opportunities to be heard and engaged in school life and decision-making.</b></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3    <input checked="" type="checkbox"/> 6</p>
<p>Specific Annual Actions to Achieve Goal</p>	

**Priority 3 (Parental Involvement)***Priority 3 Outcome 1 – Efforts to seek parent input in decision making.*

- RISE High will engage at least one parent and/or involved family member (older sibling, grandparent, etc.) in the student's STAC team to plan the student's PLP and engage in structured quarterly check-ins as well as ongoing home-school communications about the student's progress.
- RISE High will create outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school's vision and workshops, trainings, and other opportunities.

*Priority 3 Outcome 2 – Promotion of parent participation in programs for unduplicated pupils and special need subgroups.*

- RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC, ELAC (if applicable) input workshops.
- RISE High's School Site Council, with representation from each Learning Site, will be promoted and established to provide on-going parent input.

**Priority 5 (Pupil Engagement)***Priority 5 Outcome 1 – School attendance rates and chronic absenteeism*

- RISE High budget will be reviewed every year to ensure adequate budget for comprehensive support of foster, homeless, probation, and transient youth with PLPs and scheduled Learning Site time structured flexibly to meet individual student needs and reduce chronic absenteeism rates.
- RISE High will provide annual cultural/poverty relevant and trauma-informed professional development to all instructional and counseling staff to determine root causes of irregular attendance and address student needs appropriately.

*Priority 5 Outcome 2 – High school dropout rates*

- RISE High will provide comprehensive academic (including tutoring and interventions/scaffolding) and psycho-social support for each student, with wraparound supports from multi-service partners including housing, medical, mental health, legal, job training/placement and more to support each student comprehensively towards a high school diploma.

*Priority 5 Outcome 3 – High school graduation rates*

- RISE High will monitor and analyze course passing rates and credits for every student every quarter.
- RISE High will alter and adjust Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need.
- RISE High budget will be reviewed every year to ensure adequate budget for comprehensive psycho-social support and guidance counseling is in place to ensure low Student Support Services Team and guidance/college counseling caseloads.

**Priority 6 (School Climate)***Priority 6 Outcome 1 – Pupil suspension rates*

- RISE High will assess discipline issues inclusive of suspensions (if any) on a monthly basis and strive to implement alternatives to suspension, such as through Restorative Practices.
- RISE High will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

*Priority 6 Outcome 2 – Pupil expulsion rates*

- RISE High will assess discipline issues inclusive of expulsions (if any) on a monthly basis and strive to implement alternatives to expulsion, such as through Restorative Practices.
- RISE High will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

*Priority 6 Outcome 3 – Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness*

- RISE High will survey all stakeholders at least once annually.
- RISE High will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites.

**Expected Annual Measurable Outcomes**

**Priority 3 Outcome 1:** RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year.

**Metric/Method for Measuring:** Number of parents and other adult supporters attending events each quarter. All Students (Schoolwide) as used herein is defined to include the following student groups: Socioeconomically Disadvantaged Pupils, Foster Youth, Homeless Youth, English Learners, African American, and Hispanic or Latino.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Previous Year + 2%	Previous Year + 3%	Previous Year + 4%	Previous Year + 5%

**Priority 3 Outcome 2:** RISE High School Site Council will be promoted and supported to be fully operational, with representation from each Learning Site.

**Metric/Method for Measuring:** Analysis of attendance at bi-monthly SSC meetings, sign in sheets, and consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	At least 1 additional parent per Learning Site	At least 1 additional parent per Learning Site	At least 1 additional parent per Learning Site	At least 1 additional parent per Learning Site

**Priority 5 Outcome 1:** RISE High will maintain a strong attendance rate based on completion of work in accordance with Master Agreements.

**Metric/Method for Measuring:** ADA/Enrollment at P2 reporting date.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Previous Year + 1%			

**Priority 5 Outcome 2:** RISE High will seek to minimize dropouts.

**Metric/Method for Measuring:** Percent of cohort dropouts.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Lower than previous year			
<b>Priority 5 Outcome 3:</b> RISE High will increase graduation rate.						
<b>Metric/Method for Measuring:</b> Percent of graduates.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Previous Year +/- 1%			
<b>Priority 6 Outcome 1:</b> RISE High will maintain a low suspension rate that is the same or lower than comparison schools serving a similar population of students.						
<b>Metric/Method for Measuring:</b> Percent of student suspensions.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3% Suspension Rate	Baseline Year	Previous Year +/- 0.3%			
<b>Priority 6 Outcome 2:</b> RISE High will maintain a low expulsion rate.						
<b>Metric/Method for Measuring:</b> Percent of student expulsions.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0% Expulsion Rate	Baseline Year	Previous Year +/- 0.3%			
<b>Priority 6 Outcome 3:</b> RISE High will survey stakeholders at least once annually.						
<b>Metric/Method for Measuring:</b> Percent of parent participation completion of school climate survey.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2018-2019 School Year	Baseline Year	Previous Year +/- 0.5%			

### INSTRUCTIONAL DESIGN

As previously mentioned, RISE High has been heavily influenced by the work and success of the acclaimed Da Vinci Schools model, and our Founding Principal, Kari Croft, participated in a year-long Fellowship at Da Vinci prior to starting RISE High. The goal of the Da Vinci Fellowship was to take proven best practices from Da Vinci Schools, and tailor them and make them more accessible to students who have struggled to be successful in traditional school settings. Thus, key components, instructional strategies, culture factors, and partnerships upon which RISE High has been modeled include:

- Master Agreement/Independent Study Compliance
- Learning Sites

- STAC Teams
- Personalized Learning Plans (PLPs)
- Flexible Scheduling
- Meaningful Integration of Technology
- Project-based Learning
- Real-world Learning
- College Preparatory Focus and Personalized Support
- Competency-Based Credit and Mastery-Based Grading
- Student Leadership Development
- Culturally-Responsive Pedagogy
- Comprehensive Supports
- Restorative Practices

The following details some key components of the RISE High instructional design:

#### **A. MASTER AGREEMENT/INDEPENDENT STUDY COMPLIANCE**

RISE High will utilize a unique hybrid model for learning that blends self-directed learning with in-person, small-group, project-based instruction from highly qualified teachers. At the heart of the education program is the student's STAC Team, which 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 Student Support Services 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.

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

At RISE High, students will have varying schedules and courses, personalized to meet their individual needs. As a nonclassroom-based Independent Study school, seat-time gives way to greater flexibility for students to meet demands on their time outside of school, including jobs, caring for their own children or siblings, helping their families and more. Each STAC Team will collaborate to design the student's Master

Agreement as well as a personalized pathway towards graduation that adapts to the student's needs to ensure his/her success in meeting both short and long term academic and personal goals.

While students are welcome at the RISE Learning Sites five days per week, they will only be required to be come in for Class, Advisory, Electives, and one-on-ones<sup>47</sup> with teachers and counselors as detailed in their personalized schedules for each week. All students will have continuous contact with each of their teachers and counselors (one-on-one, in class or lab, by e- mail, phone, conference, and/or online) as specified in the Da Vinci School's Board Policy and in accordance with EC § 51749.5(a)(7)(A): "Certificated employees and each pupil shall communicate in person, by telephone, or by any other live visual or audio connection no less than twice per calendar month to assess whether each pupil is making satisfactory educational progress." Teachers will provide needed instruction, adequately judge student progress, and make appropriate modifications. The frequency of student-teacher meetings may be increased as needed throughout each term, based on individual student needs. Pursuant to UC/CSU policies on independent study for A-G required courses, students pursuing a traditional diploma track meeting A-G requirements will be required to spend at least one hour per week per course engaged in interactive instruction and/or academic tutoring/advising, either on site or online, which will be detailed in their schedules and Master Agreements. In addition, the assignment and work record forms for each core A-G course will include the required one-hour instruction session(s) as documented within our Google Classroom learning platform.

The Master Agreement for each student will comply with California law and DV LA Board Policy to include the following:

- General student data including the name, address, grade level, school of enrollment, and program placement. [EC §§ 51748, 51747.3(b), and 46300.1]
- The maximum length of time, by grade level and type of program, that may elapse between the time an assignment is made and the date by which the student must complete the assigned work. [EC § 51747(a)]
- The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether he or she should return to the regular school program. [EC §§ 51747(b) and 51747(c)(4); 5 CCR § 11700(g)-(h)]
- Maintenance of a current written agreement for each student. [EC § 51747(c)]
- The manner, time, frequency, and place (e.g., combination of online, face-to-face, classroom, or lab) for submitting a student's assignments and for reporting his/her progress. [EC § 51747(c)(1)]
- The objectives and methods of study for the student's work, and the methods utilized to evaluate that work. [EC §§ 51747(c)(2) and 51745(a)(3); 5 CCR §§ 11700(e)-(f) and 11702(b)]

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<sup>47</sup> Terminology defined under "Academic Calendar and Schedules" in Element 1.

- The specific resources, including materials and personnel, that will be made available to the student. [EC §§ 51746 and 51747(c)(3); 5 CCR §§ 11700(i) and 11701.5]
- The maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study. [EC § 51747(c)(4)]
- The duration of the agreement (not more than one school year), including the beginning and ending dates for the student's participation under the agreement. [EC § 51747(c)(5)]
- List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements [EC § 51747(c)(6); 5 CCR § 11703(b)(2)]
- Statement that independent study is a voluntary option in which no student may be required to participate. [EC § 51747(c)(7); 5 CCR § 11700(d)(2)(A)]
- Statement that independent study may be provided for a student under expulsion or suspended expulsion, pursuant to EC § 48915 or 48917, **only if** the option of independent study is not prohibited and the student has the continuous choice of classroom instruction. [EC § 51747(c)(7); 5 CCR § 11700(d)(2)(B)]
- Dated signatures for student, parent, Supervising Teacher, and other assisting person(s) before the commencement of independent study. [EC § 51747(c)(8)]

Upon approval by the parents, a Master Agreement is completed and signed by the student, parent, Supervising Teacher, all teachers assigned by courses, and other staff, as appropriate. A student 18 years of age or older may register and sign his/her own Master Agreements. The School Counselor oversees scheduling and compliance reporting for all Master Agreements.

At least once every two weeks (and in most cases weekly, or multiple times per week), each student will meet one-on-one with his/her Supervising Teacher, who will also function as the student's Advisor (more details on "Advisors" below) and primary monitor of his/her progress in meeting the terms of the Master Agreement. Student progress in each course, including assignment completion and grading, will be done by each certified subject-area teacher, though overall monitoring and coordination will be done by the Supervising Teacher during the scheduled weekly check-ins. During this mandatory meeting, students will review assignments and assessments completed (online and onsite), pacing and completion of objectives detailed in their Master Agreement.

Virtual learning opportunities are curated and managed by Da Vinci RISE instructors. The online portion of the program is facilitated through Google Classroom, RISE High's curricular platform, and includes online instruction, assessments, and communication tools. Google Classroom allows for flexible and individualized pacing, as determined by each course instructor. Students are expected to meet with teachers according to their defined schedules, which will be updated and refined as needed.

Student progress is measured by a variety of assessments, both formal and informal, including, but not limited to the following: tests, quizzes, written assignments, Socratic seminars, debates, student-led conferences, capstone projects, and exhibitions. The assessments are administered via a mix of online and in-person methods, all of which are graded and reviewed by teachers. Once completed, homework and tests are immediately graded and returned to the student. Teachers then discuss grades and

progress during scheduled check-in times. If there is limited or no progress, teachers will arrange a meeting with the student and parent to discuss ideas for improvement and suggest options to create better study habits in order to achieve success.

RISE High will comply with all independent study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting outlined in EC § 51747.5(b). If a student misses two consecutive meetings with his/her Supervising Teacher, or misses two assignments in any one class, the Supervising Teacher will schedule a meeting with the STAC Team and any other appropriate teachers (i.e. of the class in which assignments were missed) to discuss the student's compliance with the requirements of the independent study program and Master Agreement. Students will have 20 days to submit work from the time it is assigned (as set forth in the Master Agreement). Appropriate interventions may be arranged such as tutoring (led onsite by the teachers and Academic Coaches, or via RISE High's partnership with A Place Called Home or School on Wheels tutors), attendance in study skills and executive functioning workshops led by the Student Support Services Team, or other supports. If the student continues to miss assignments or meetings, the STAC Team will meet with the School Counselor to discuss whether the student's diploma goals need to be modified and whether the student is able to meet the requirements of the independent study program and Master Agreement. All students have access to necessary supplemental platforms, such as MyOn, Achieve3000, Khan Academy, and more, which support their growth towards mastery of content and competencies.

### **Independent Study Assurances**

RISE High shall comply with all applicable independent study laws including, but not limited to, EC §§ 51745 *et seq.*, 47612.5, 47634.2; and 5 CCR §§ 11700-11705 and 19850-19854. These laws require, among other things, that RISE High shall operate pursuant to an adopted independent study Board Policy; each student will have a written Master Agreement; and if necessary, based on the percentage of the school's ADA that will be generated through nonclassroom-based instruction, RISE High will file for a funding determination as a condition of funding. RISE High shall maintain written contemporaneous records that document all student attendance, including a daily credit register and daily engagement log for each student, and make these records available for audit and inspection. An annual, independent audit of student records is conducted by a state-approved certified public accountant. Records are kept for a minimum of three years. Pursuant to EC § 51747(b), "A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school."

### **Attendance Accounting and ADA Ratios**

RISE High shall comply with applicable attendance accounting and ADA ratio requirements, such as:

- Using the time value method of attendance accounting. [EC § Section 51747.5(b)]
- Keeping a daily or hourly attendance credit register, as appropriate to the program in which the student is enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons. [5 CCR § 11703(b)(4)]

- Maintaining written contemporaneous records that document all student attendance and making these records available for audit and inspection. [EC § 47612.5(a)(2)]
- Maintaining a “daily engagement log”, which tracks each student’s daily engagement in educational activities for each day school is in session. [5 CCR § 11960]
- Ensuring that the ratio of average daily attendance (ADA) for independent study pupils to full-time equivalent (FTE) certificated employees responsible for independent study does not exceed the equivalent ratio of ADA to FTE certificated employees for all other (non-independent study) educational programs (referred to as the comparative ratio). For charter schools, that is the prior year ratio for all other non-independent study, educational programs of the largest unified school district in the county or counties in which they operate, or a fixed ratio of 25 to 1. [EC § 51745.6(d) and 5 CCR § 11704]

## **B. LEARNING SITES**

Unlike a typical independent study school, RISE High’s Learning Sites are a central component of our program. In addition to self-directed learning facilitated by our customized Google Classroom platform (more on this below), students will have opportunities for a variety of site-based learning opportunities. First and foremost, each RISE High Learning Site will include committed, compassionate, and appropriately credentialed teachers in all core subject content areas (English, Math, Social Sciences, Sciences). RISE High teachers will implement competency-based education as a systematic strategy to meet students where they are in terms of their academics and provide the differentiation and scaffolding necessary to help them meet the high expectations required of each course. The traditional independent study model of a single teacher managing multiple course packets for scores of students limits academic rigor and frustrates often already academically low-skilled students. At RISE High, students will check-in with all of their teachers according to a prescribed schedule based on their individual needs – in some cases, students may receive daily one-on-one support from a teacher in one or more subjects, while in other cases the student and teachers may communicate primarily through Google Classroom with in-person check-ins scheduled once every two weeks.

Each Learning Site will be open 209 days per year with a school calendar that begins in early August and ends in mid-June, with Summer School opportunities extended through the end of June. Learning Site hours will typically be 8:30 a.m. – 4:00 p.m. daily, with opportunities for after-school programming provided by co-location partners and varying by Learning Site. Students who do not have scheduled appointments with their teachers or classes can still come to the Learning Site to study, meet with peers, and have a safe, healthy, and welcoming place to spend the day.

A student’s personalized schedule may require them to be on-site multiple days each week to receive the support he/she/they needs, while other students will work more independently off campus with frequent assigned check-ins with all of their teachers (online and in person). On-campus times include Content Focus Groups (CFG), during which students receive content- and skill level-specific instruction from content teachers, and during which labs are completed for science courses; 1:1 tutoring and support from teachers and Academic Coaches; on-site supported group and independent work; electives and extracurriculars; counseling and process groups; project worktimes; Office Hours; Advisory; and Morning and Afternoon Kickoffs to facilitate the building of executive functioning skills and to give teachers time to monitor student progress.

Rather than housing all learning experiences in one central, traditional school building, RISE High will exist across multiple small Learning Sites across the County – each serving approximately 50 to 125 students – to ensure that students experiencing unstable living conditions that require constant moving will have a variety of access points to a consistent school model and network of adults and peers. RISE High Learning Sites ideally will be co-located with service partners who have proven success in the provision of wraparound services such as medical and mental health care; health, fitness, and well-being; legal services; meal provision; arts, and extracurricular activities. RISE High is already partnering with A Place Called Home, Children’s Law Center, and School on Wheels. Other organizations such as Alliance for Children’s Rights, TAY Collaborative, iEmpathize, and LA LGBT Center have partnered with RISE High to offer staff training and support.

### C. STAC TEAM

Each student will have a personal STAC Team that helps shape and guide their progression through high school. STAC is an acronym that represents the stakeholders included in the team: Student – Teacher – Adult (parent or designated family member) – Counselor or Case Manager. As explained above, the team will include:

- The **student**.
- **Adult:** The student’s parent, or, if one is not available, a designated family member or adult mentor who assumes responsibility for monitoring the student’s independent study contract.
- **Teacher:** A RISE High teacher functioning as the certificated employee who has been designated as having the general supervision of independent study as set forth in EC § 51747.5. The teacher will supervise the student’s academic progress and focus on building a close relationship with the student to support his/her development and achievement of personal goals. This teacher will also serve as the student’s Advisor.
- **Counselor or Case Manager:** A member of the Student Support Services Team, such as a licensed counselor, social worker, or psychologist; or a trained Advocate Counselor (job description included below) will work alongside the teacher with a group of up to 25 students. The member will be aware of students’ social services/wraparound support needs, and will serve as the point person for DCFS, probation, children/family attorneys, and other service providers. The member will regularly check in with students and families regarding wraparound services, counseling and holistic care to ensure the best outcomes for our students. If the student does not currently have a social worker or case manager, but would benefit from one, RISE High staff will conference with A Place Called Home (and/or future co-location partner organization) staff to determine how the partnership can provide adequate services for the student.
- **Mentor:** When possible, through our partnership with A Place Called Home, RISE High students have access to trained volunteers from the community. Some volunteers may have industry experience that is relevant to our students’ personal goals, or they may have similar backgrounds and experiences as our students. While the Mentors will not be required to meet with the student’s STAC Team, they are encouraged to do so when their schedules allow. Regardless, they will have frequent communication with the STAC Team members and serve as an additional layer of support for each student. Students can request a mentor if they are interested, or teachers may refer students for mentoring if they believe it would be beneficial for the students’ growth. Once the process is initiated, A Place Called Home steps

in to begin the matching process, and provide comprehensive training, support and monitoring of the mentors and their relationships with their mentees.

#### **D. PERSONALIZED LEARNING PLANS (PLP)**

Each student will work with his/her STAC Team to develop a PLP – reviewed and updated quarterly – that outlines the following:

- Current courses, grades, and pacing (progress towards course completion)
- Current list of credits completed and progress towards graduation
- Outline of classes to be completed and credits to be earned within a specified time frame, and signed by the student, Supervising Teacher, additional teachers who support the student’s learning, and parent
- Current levels of mastery in content skills and competencies, and skills and competencies to be mastered – both in the upcoming quarter and long-term – in order to reach future goals
- Personalized schedule
- Timelines and benchmarks for mastery of focus competencies and for meeting holistic goals
- Academic, personal, and professional goals for the future, including specific goals as outlined in the IEP/Section 504 Plan or EL growth goals
- Academic support (*e.g.*, IEP/Section 504, EL services, tutoring) necessary to reach academic goals
- Comprehensive services (such as medical, housing, counseling) needed to ensure holistic well- being
- Key student supporters (in addition to parent/family, such as social workers, probation officers, case managers, attorneys, etc.)
- Student reflection of growth in the 4Cs (care, connect, challenge, create)
- Academic and social-emotional goals, and identified methods to achieve those goals: on-campus classes, online courses, college courses, independent/collaborative projects, or internship
- Information for accessing the student’s online Work Journal, which describes the student’s course(s) of study, the chosen method(s) of ascertaining mastery and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and course completion
  - The Work Journals provide students and parents with an organized way to view daily assignments for each course
  - Supervising Teachers use Google Classroom to monitor daily assignments that are completed outside of school-facilitated time and sign off on Work Journals to confirm the time spent daily on coursework
  - All tasks completed in Google Classroom automate into the student’s Work Journal and heat map (shown below under “F. Meaningful Use of Technology”) to provide a

daily log of work completed as well as an easy-to-read visual for students so they can see an overview of the work they've completed.

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

The PLP assists in tracking student growth towards standards-aligned content goals as well as development of skills and attributes that the student will need for continued success after RISE High and provides a comprehensive dashboard of where the student is at that moment in time. As detailed below, RISE High will offer multiple pathways to graduation depending on a student's needs and his/her post-graduation goals (*i.e.*, four-year college, trade school, meaningful work, etc.). The "one-size fits all" approach to graduation is in part a barrier for many of the students who have dropped out of school; it is our goal to work with every individual student to determine an ambitious and yet attainable path toward graduation.

#### **E. FLEX SCHEDULING**

To ensure that we are meeting students' needs, RISE High will exist outside the traditional time and space confines of high school and will instead more closely resemble college and the real world. At RISE High, students understand that learning happens in all aspects of life and not just within the four walls of a traditional classroom during specified times each day. Our flexible scheduling model within an independent study structure enables students to both receive instructional time and meet their personal needs outside of school, such as working to support themselves and their families, attending court dates, receiving counseling and mental health services, or caring for their own children or younger siblings. As each student works with their STAC Team to design their PLP, they will include a schedule that combines the following learning experiences in a way that best meets his/her individual needs: class time, small group and one-on-one tutoring, project work time, jobs and internships, extracurricular activities, seminars, and comprehensive service appointments (medical, mental health, or legal).

#### **F. MEANINGFUL USE OF TECHNOLOGY**

Given the independent nature of our learning model, technology is used to support student learning in many ways, including via Google Classroom – RISE High's curriculum and communication portal, which houses students' independent studies work journals. Google Classroom creates a consistent online environment where students can connect to school, staff, and peers at all times. Specifically, the platform will enable 24/7 access to academic support and comprehensive services by:

- Allowing students to access their projects and complete their schoolwork at anytime
- Scheduling office hours
- Contacting teachers and academic coaches with questions

- Providing a case management tool for teachers and the Student Support Services Team
- Looping parents and other student supporters into student work and progress
- Facilitating communication between students
- Communicating with a mentor

Google Classroom also serves as students' Work Journals for Independent Study compliance. Students have access to digital versions of their course texts and curricula through Google Classroom and through their teachers' websites. The course curriculum, which includes direct instruction, formative assessments, and project guidance, has been designed and curated by RISE High teachers to ensure the content is both academically rigorous and culturally relevant. Each student's PLP will include tailored connections to supplemental resources necessary to complete their coursework and projects for each class, including online textbooks, novels, non-fiction sources, recorded lectures, and complementary, interactive online curriculum. This ensures students have access to the resources they need through a laptop, rather than needing physical books or paper worksheets to complete their assigned lessons. The majority of the curriculum is housed online, allowing students to progress at their own pace, reviewing lessons they did not grasp the first time, or advancing beyond the standard pace of curriculum, all while receiving immediate and individualized feedback on their work. Throughout each course, teachers have indicated the points at which students must check in with them to receive small-group or one-on-one instruction, as well as when they must participate in science labs, Socratic seminars, debates, and group project work time. Computer-based instruction does not take the place of teacher-facilitated learning, but rather supports student learning by personalizing the pathway and allowing for access and advancement even when the student is unable to attend in-person instruction.

Each student is assigned a Chromebook to ensure access to the curriculum; students may request to take their laptops home with them, and mobile wi-fi devices are available for those who may not have consistent access to the internet at home. Students will be supported in the use of their technology through Wi-Fi connections, outlets, and charging stations at each of the Learning Sites (including the MLC). This means there are a variety of physical locations – or hotspots – where students can connect, open their Google Classroom account, and work on projects, connect with classmates, access online curriculum, visit their teacher's class web pages, or even meet with their teachers, tutors, or mentors via Skype or Hangouts.

All core subjects have accompanying diagnostic and formative assessments delivered via computer in a secure manner. These assessments are directly linked to the RISE High Core Competencies and to the CCSS for each content area and grade level. Through frequent progress reviews by the Advisors in collaboration with the STAC Team, students' progress towards mastering course content is consistently monitored. Parents and other family members or stakeholders identified by the student can have access to PowerSchool accounts, which gives them access to students' credits, grades and graduation progress.

RISE High subscribes to the Christensen Institute's definition of blended learning: a formal education program in which a student learns at least in part online, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to

provide an integrated learning experience. Students will have access to their teachers via email and video-conferencing, and in later years, will be able to visit the MLC to receive additional in-person tutoring if the MLC is more easily accessible than a Learning Site. Technology will be integrated into classrooms in meaningful ways, such that it adds to the engagement and the rigor rather than being incorporated just for technology's sake.

Our vision of technology use is to leverage technology as a tool to expand access to learning and personalize the experience; to strengthen relationships and align communication; to tighten logistics; to provide for easier access to comprehensive services; and, ultimately, to contribute to the creation of a safe, consistent, thriving culture where learning and engagement are “always on.” Online courses also provide a wealth of data on student achievement and skill acquisition. This data helps teachers focus their time on identifying skill gaps, providing direct support to struggling students, and developing personalized plans to encourage growth of students' higher order cognitive abilities. Students and teachers have comprehensive technology access to effectively leverage technology as both a tool for, and subject of, student learning.

All students will participate in Tech Safety workshops, and Digital Citizenship – one of RISE High's 13 Core Competencies – will be incorporated throughout classes and across content areas and projects. This will ensure students are developing critical lenses around the ways we use technology and that they are growing in their technology skill sets in a way that provides transferability across professional fields. Parents will likewise receive training to be familiar with the online and tech supports for students so that they can effectively assist in at-home independent learning when necessary.

### **G. PROJECT-BASED LEARNING (PBL)**

In-class sessions will implement PBL to ensure students are able to apply the skills and concepts they are learning in real-world scenarios. In alignment with CCSS, we will emphasize “what students can do with knowledge, rather than what units of knowledge they have”.<sup>48</sup> Projects are designed in partnership with industry experts to model the work being done in professional settings. Projects are typically interdisciplinary, requiring the synthesis of content from multiple classes and encouraging collaboration with peers.

Based on Da Vinci School's acclaimed PBL curriculum, RISE High will incorporate the “best of the best” PBL strategies and curriculum, which have been shown to be successful across gender, ethnicity, and economic groups and improve student performance on NGSS-aligned assessments<sup>49</sup>. Through PBL and interdisciplinary instruction, students are better able to master “creativity and critical and higher order thinking” as well as “an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.”<sup>50</sup>

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<sup>48</sup> Elena Silva, *Measuring Skills for the 21<sup>st</sup> Century*, 2008

<sup>49</sup> “This report from SRI Education found that teachers who used a Project-Based Inquiry Science curriculum improved their students' performance on next generation science assessments. Students who participated in the Project-Based science curriculum outperformed students in the comparison curriculum on outcome measures that were aligned to core ideas and science practices in the Framework.”

<sup>50</sup> See [http://www.educationscotland.gov.uk/Images/IDLLiteraturelist\\_tcm4-629027.pdf](http://www.educationscotland.gov.uk/Images/IDLLiteraturelist_tcm4-629027.pdf)

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation (Csikszentmihalyi, 1990). Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum. (Gardner, 2006.)

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

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

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

For our RISE High independent study students, PBL will take many forms:

- Students may participate in smaller challenges that span a few days and require the learning of discrete, content-specific skills. Example: *Students in Integrated Math 1 learn and practice*

- graphing linear equations by redesigning underutilized blocks in their neighborhood to increase the economic potential of the community.*
- Students may engage in larger, cross-content projects that span the length of an entire quarter and require a more complex process to develop mastery. Example: *Combining the content and competencies from their Human Systems, Nutrition, and Environment units, Biology students plan to launch a Healthier Communities initiative in their neighborhood. Upon choosing an issue on which to focus, they create a budget in their Financial Literacy or Integrated Math courses, and draft promotional materials that meet the level-specific writing standards in English as well as the use of propaganda standards in World and US History. Government students create a policy proposal to support the initiative, and students in Spanish translate the ads to reach a larger audience in the community.*
  - Teachers may partner with industry experts in the design process for a project that allows students to learn and master the content both at school and on-site at the partner organization's facilities. Example: *Students enrolled in Art and Design partner with Gensler, an architecture and design firm in Los Angeles who have partnered with RISE High in the creation of the Mobile Learning Center, to design a cultural or art museum for their community. Students across science courses explore the implementation of alternative forms of energy, such as the installation of solar panels, to power the museum, and the impacts it would have on the surrounding community. Students across Social Studies and English courses engage in ethnography interviews with community members to learn about the history of the community and to highlight elements they feel are most integral to their identity. Students across mathematics tell stories from the community and its history via data presented in various graphs and charts. The project culminates with presentations of the proposals to the community at Exhibition.*
  - Teachers may work with students one-on-one or small-group to design community- or interest- specific projects that can be completed via research into the students' own neighborhood:
    - *A student enrolled in Theatre writes and performs a short dramatic piece about her own life experiences.*
    - *A student enrolled in Spanish researches his family's cultural heritage, tracing it back to the country from which they immigrated and sharing his findings with his classmates in Spanish.*
    - *A group of US History and Government students interested in the election process plan and launch a campaign to help young people register to vote and provide materials outlining upcoming elections and candidate platforms.*
  - Students may participate in in-house internships with RISE High that provide both work readiness skills and content- and competency-specific practice. Example: *A student serves as the RISE High Journalism Intern where she practices and strengthens her research, writing, editing, publishing, and speaking skills, all while being managed and coached by her RISE High Case Manager around professionalism work readiness skills.*

All of these projects support competency-based learning by providing authentic opportunities in which to master skills and knowledge, and ensure we are assessing students and giving them credit based on what they know and can show.

Over the course of the year, students participate in two forms of presentation of learning: Capstones and Exhibition. Capstones are cumulative projects that give students a final opportunity to demonstrate mastery of key competencies and content skills learned over the course of a particular class. Once a student has completed the Capstone, he/she presents to his/her teachers, peers, and sometimes, parents, families, and industry partners. The students receive feedback on their Capstones, and the teacher assesses it to determine if the student has demonstrated mastery over content and competencies and is ready to receive credit for the course.

Teachers are encouraged to collaborate with each other in Capstone creation to ensure that there are cross-content elements present across projects. Sample cross-content Capstones include the following:

- **Leaving a Legacy.** This English 3 and 4 project is designed around the essential question: “What is a legacy, who can leave one, and what impacts can it have?” This project that combines critical analysis of the characters and themes in *A Raisin in the Sun* by Lorraine Hansbury, asks students to create their own definition of a “legacy”, and requires them to formulate an argument in response to the project’s essential question that includes text-based evidence as support. In students’ IM 3 or PreCalculus courses, they learn about financial legacies, investigate the legal and tax ramifications of inheriting a legacy, research data that demonstrates generational impacts of financial legacies and the disparities that exist in generational wealth across race and class, and garner more evidence to strengthen their argument around the definition of true legacy and who can leave one. In their US History or Government courses, they explore the history of red-lining, gentrification, and voting rights, and analyze the impacts these phenomena had on legacies and generational wealth.
- **Active Participants in our Political Process.** Students across Social Studies courses explore the history of democracy, the roots of our political and electoral process, and the power structures that have historically included some and excluded others from these processes. Students across English courses analyze famous political speeches and craft their own, taking stands on current issues that are important to them and proposing solutions to what they see as the most pressing challenges facing them. In their Science courses, students identify environmental or public health issues and create policy proposals addressing them that are based in scientific facts and data. On the day of the election, Math students engage in exit polling at their local polling station and use the results to create detailed projections, accompanied by graphs and charts, for the national outcome based on demographics of the local population versus the national one, accessing census data as a reference.

These interdisciplinary elements ensure students are constantly learning the connections between their coursework and that they are given opportunities to apply their learning to different contexts and to incorporate their own interests and opinions into their learning.

Twice per year, RISE High hosts Exhibitions to allow students the opportunity to showcase one of their Capstone projects to the larger RISE High community. Exhibition is an open-house evening where all stakeholders – families, friends, community members, colocation partners, industry partners, and board members – are invited to come learn about the work students have completed and the learning that has taken place. Students are prepared to explain the competencies and content skills mastered in the project, to reflect upon the process, and to share how they relied upon the RISE High 4Cs to complete the work. All students are required to participate in at least one Exhibition per year. Students work with

their Supervising Teachers and content teachers to determine which Capstone they will present and for what purpose:

- To present a Capstone in which they have previously earned a high grade to demonstrate their best work to the community; or
- To complete additional work and dig deeper on a Capstone for which they did *not* demonstrate their best work in order to revise their grade by demonstrating a deeper level of mastery than previously shown.
- Take a Capstone or smaller project from a previous course and extend the learning by creating cross-content connections that demonstrate deeper learning and higher level mastery of content and competencies across several classes.

#### **H. REAL-WORLD LEARNING**

RISE High seeks to make education relevant and engaging for all students by providing opportunities for thinking about how their education will apply to their life and career beyond school. Through partnerships with local industries and organizations, students will have opportunities to participate in exciting internships and earn work experience that will prepare them for jobs they wish to pursue in the future. Students will also be connected to paying jobs where possible if they need financial support, and will be prepared and supported through work readiness and financial literacy courses. Skills learned in real-world experiences can result in mastered competencies and count towards course credit.

Internship placement is based on a student's PLP, interests, and future career goals. RISE High will work closely with its co-location partners to capitalize on existing partnerships and opportunities that exist for students in work-readiness and internships. For students who need additional support in mastering workplace skills, in-house internships and paid opportunities will be made available. Students must be at least 15.5 years of age to participate. Internship hours can start at 20 hours per semester.

In addition to internships and workplace-based experiences, students continually engage with projects that are built to expose them to a variety of career pathways and options. As a signature component of Da Vinci's PBL approach, teachers work with industry leaders throughout the project design and implementation process to identify as many ways as possible to bring the workplace to students.

Industry partners are invited to give input on projects to ensure they accurately reflect skills that would be required in their particular field, and are encouraged to be a part of the revision and assessment cycles so that students are receiving meaningful feedback that helps them master content and competencies.

Finally, through our Speaker Series and through field trips, students are given frequent opportunities to hear from experts in a variety of sectors and to explore future career pathways by seeing firsthand what it would be like to work in a particular industry via workplace visits. The goal is ultimately to expose students to career pathways they never knew were possible, thus increasing the likelihood that they will be employed in and prepared to be successful in a field that is aligned to their interests.

## **I. COLLEGE PREPARATORY FOCUS AND PERSONALIZED SUPPORT**

From day one, RISE High will have a full-time college counselor on staff that will work with students on identifying their post-secondary goals, test preparation needs, college and financial aid applications and more. RISE High will also provide extensive parent/family/mentor education about the college admissions and application process, financial aid options, testing, and other opportunities. Students make college visits and receive coaching and assistance in getting ready for PSATs, SATs and ACTs, completing applications and more, with the goal of ensuring that 100% of our graduates are admitted to and matriculate in the college or university of their choice. A Place Called Home assists in the creation of a college-ready culture and provides additional supports for students via their College Pathways Coordinator, who organizes Free Application for Federal Student (FAFSA) workshops, college application assistance, and college visits. As RISE High continues to grow, co-location partners will continue to support college preparation for students in these ways. RISE High will always have one full-time college counselor for every 2.5 Learning Sites (or 1:300 students; 1:210 juniors and seniors).

RISE High also has a partnership with Da Vinci Extension, which offers college degree pathways through both Southern New Hampshire University's College for America and UCLA-Extension. Through this partnership, interested students at RISE High who are nearing their graduation date will have the option to participate in the Da Vinci Extension program in order to get a head start on earning college credits, all at no cost to the student. The college counselor and STAC Team will determine eligibility for specific courses: the student must be in good academic standing and must demonstrate social and emotional maturity to engage in a college environment. If a student is eligible, the Supervising Teacher/Advisor or his/her designee assists the family in the process of applying, selecting courses, monitoring the student's progress, and offering any additional assistance as needed. Students must have a signed Enrollment Authorization signed by the Supervising Teacher and the Principal/Executive Director before enrolling in a college course.

### **Freshman Year: Fall-Spring**

- Meet with STAC Team to create a 4-year plan
- Career & Talent interest survey
- Senior profile building: resumes and cover letters
- Work-based experiences: Engage in a school activity and/or participate in a club

### **Sophomore Year: Fall-Spring**

- Meet with college counselor to create/review a 4-year plan
- Post-secondary research
- PSAT Testing
- Work-based experiences: Engage in a school activity and/or participate in a club

### **Sophomore Year: Summer**

- Continuation of post-secondary research
- Attend college tours and seminars; visit college institutions
- Schedule test dates: PSAT, ACT, SAT

**Junior Year: Fall-Spring**

- Meet with college counselor to create/review a 4-year plan
- Earn post-secondary credits, honors credits
- Research post-secondary requirements for identified schools
- Schedule test dates: PSAT, ACT, SAT
- Work-based experiences: Apply for jobs and internships; join leadership positions

**Junior Year: Summer**

- Continuation of post-secondary research
- Attend college tours and seminars, visit college institutions
- Schedule test dates: PSAT, ACT, SAT
- Work-based experiences: Apply for jobs and internships; join leadership positions

**Senior Year: Fall**

- Meet with college counselor to continue and review 4-year plan
- Attend financial aid workshops
- Start UC/CSU applications, Senior brag sheets
- Request recommendation letters

**Senior Year: Spring**

- Complete scholarship applications
- Follow up with applications
- Submit test scores
- Complete Community College applications

**J. COMPETENCY-BASED CREDIT**

RISE High students are given credit for what they know, not for how long they sit in class. All students engage in a standards-aligned academic model that allows them to move at their own pace, ensuring they are mastering content in a rich and complex way that meets their learning styles and needs. The model incorporates personal and real-world competencies to support students' holistic growth and prepare them for success in their college and career pursuits.

RISE High has 13 core competencies that are taught and assessed across content areas and levels: literacy and numeracy, digital citizenship, analysis, problem-solving, argumentation, evaluation and critique, writing, precision and refinement, presentation, speaking and listening, making connections, investigation, and accountability. Students are given multiple opportunities to learn and practice these higher-order, transferable skills across content and contexts, thereby ensuring that once the students graduate, they are adept at applying these skills to new challenges and more likely to succeed in learning new content. Embedded underneath each core competency are the content standards and skills linked to a particular level of a course. Together, these competencies and content form the core of knowledge and skillsets students should master before moving on to the subsequent course.

As students enter RISE, college counselors and content teachers work with the student and his/her guardian and supporters to track down transcripts from previous schools. This can often be a challenge given the transfers and gaps in enrollment. When we are unable to immediately locate the transcripts, we gain as much information as possible from the student regarding the last classes he/she took. We then administer content-specific diagnostic exams (consisting of MyOn reading level assessment and teacher-created content assessments) to gauge mastery of both content-knowledge and the higher-level 13 competencies that exist across all RISE courses. This information is synthesized to determine course placement for the student and allow him/her to jump into their learning immediately. The Office Managers work closely with counselors to continue to track down any information that might be relevant to past courses taken and credits earned. The goal is always to honor the credits students have received at past schools while ensuring they are mastering the content and competencies necessary to

move on to the subsequent course and meet their goals for completion of their chosen graduation pathway.

If transcripts are received and provide information that necessitates a change in course enrollment, that change would be made immediately to ensure a student's time is being honored and that he/she is continuing to make progress towards graduation. Teachers would assess the work completed thus far and determine if any additional credits should be granted based on mastery of the content and competencies.

All students complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content and competencies before they move on to the next lesson or unit. Through a transparent, student-driven approach using formative assessments as part of the learning process, students (and teachers) see which strands and skills they have mastered and which they need to complete. Students have an opportunity to relearn the material in different ways, including online curricula/skills practice (with either the same, or different items on the Google Classroom platform), working with teachers in small groups or one-on-one, tutoring or other interventions and support to help them succeed. Demonstrations of mastery/competency of a particular lesson or unit may include, but are not limited to, exams, presentations of learning, essays, lab reports, and research papers. If a teacher determines a student has not demonstrated sufficient competency based on the rubric, the student will continue to study that lesson or unit and then try again to demonstrate mastery. Frequent formative feedback on assignments will be provided through online curricula and assessments, teacher and publisher-created rubrics, checklists and written comments.

This ability to “pause” on material that is challenging before moving on is instrumental in long-term student success, particularly for students who previously have struggled in a “one size fits all” learning pace. RISE High teachers design a high quality, adaptive, online curricula that can meet students at their level and provide individualized curriculum and instruction to each student, including remediation and extra practice. This allows students who are behind to build the core skills they need to eventually master the grade level standards. English Learners and other students with special needs benefit from diverse materials used to teach the core content, including programs that use visuals and media to teach concepts, integrating language in a way that is particularly effective for English Learners. Programs such as Achieve 3000, a literacy program, have customized supports for English Learners built into the software.

In the same way, students who are excelling in a particular subject or course do not have to wait for their peers to catch up before they can proceed in their learning; rather, once they demonstrate mastery of the content, the teacher helps them plan the next steps via their PLP. In some cases, this may include taking on additional challenges and more rigorous/in-depth work, or accelerating into more challenging material.

Through their PLPs and goal setting, students take ownership over their academic, professional, and personal growth as they work closely with their STAC Team to monitor their own progress and mastery. Rather than attend classes that are divided by traditional grade levels, students participate in a more collaborative, realistic community of learners from different levels, interests, and strengths who learn from and with each other. Technology is implemented in thoughtful, intentional, and innovative ways to support this personalized learning and allow students to be connected to their education 24/7.

### Sample Credit Tracker by Mastery

Each content teacher designs his/her content in alignment with CCSS and the 13 RISE Core Competencies, which consist of higher-level thinking skills that have been integrated from CCSS and NGSS, and are applicable across content areas. Some courses will focus more heavily on particular Core Competencies than others (for example, English 1 focuses less on Analysis than English 2), but by the time a student graduates from RISE High, all Core Competencies have been covered in depth. The Competency of “Accountability” is not connected to specific CCSS standards, but rather to individual assignments to foster skills around meeting deadlines, proactive communication, and study skills. If a student submits an assignment late without having requested an extension of his/her teacher, he/she will receive a “0” for Accountability for that assignment. This ensures that the evaluation of content mastery is kept separate from the evaluation of soft skills that students must also learn to be successful after high school.

To achieve mastery of a competency, a student must demonstrate a score of “2” (out of 4) or higher 2 out of 3 times in which he/she is assessed. The grade for a course is determined by the average of the mastery for each competency. For example, if a student completes three assessments for Analysis in English 1, and receives scores of 3, 3, and 4, the student would receive a score of 3.5 (or B+) for the competency. That grade would connect to the credit earned towards the 10 potential credits for the course. The greater number of CCSS standards that are aligned to a particular Core Competency for a given course, the higher the credit attached to that Competency.

Example: English 1

RISE Core Competencies	Aligned CCSS	Accompanying Credit(s)
<b>Literacy</b>	<ul style="list-style-type: none"> <li>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>(Encompasses standards aligned to Analysis, Problem-Solving, and Making Connections; credits assigned to those standards)</i></li> </ul>	N/A
<b>Digital Citizenship</b>	<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (<u>CCSS.ELA-LITERACY.W.9-10.6</u>)</li> <li>Make strategic use of digital media (<i>e.g.</i>, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (<u>CCSS.ELA-LITERACY.SL.9-10.5</u>)</li> </ul>	.5
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (<u>CCSS.ELA-LITERACY.RL.9-10.1</u>)</li> <li>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (<u>CCSS.ELA-LITERACY.RL.9-10.2</u>)</li> <li>Analyze how complex characters (<i>e.g.</i>, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (<u>CCSS.ELA-LITERACY.RL.9-10.3</u>)</li> </ul>	1

	<ul style="list-style-type: none"> <li>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS.ELA-LITERACY.RI.9-10.3)</li> <li>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS.ELA-LITERACY.RI.9-10.7)</li> </ul>	
<b>Problem-Solving</b>	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS.ELA-LITERACY.RL.9-10.4)</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. (CCSS.ELA-LITERACY.L.9-10.4)</li> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.9-10.4.A)</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS.ELA-LITERACY.L.9-10.4.B)</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS.ELA-LITERACY.L.9-10.4.C)</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-LITERACY.L.9-10.4.D)</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-LITERACY.L.9-10.5)</li> </ul>	1
<b>Argumentation</b>	<ul style="list-style-type: none"> <li>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.ELA-LITERACY.RI.9-10.8)</li> </ul>	.5
<b>Evaluation &amp; Critique</b>	<i>(Overlap with standards in Analysis, Precision &amp; Refinement, Speaking &amp; Listening, &amp; Investigation)</i>	N/A
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS.ELA-LITERACY.W.9-10.2)</li> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-LITERACY.W.9-10.2.A)</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-LITERACY.W.9-10.2.B)</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-LITERACY.W.9-10.2.C)</li> </ul>	3

	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS.ELA-LITERACY.W.9-10.2.D)</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.2.E)</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (CCSS.ELA-LITERACY.W.9-10.2.F)</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.9-10.3)</li> <li>• Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA-LITERACY.W.9-10.3.A)</li> <li>• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.9-10.3.B)</li> <li>• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS.ELA-LITERACY.W.9-10.3.C)</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS.ELA-LITERACY.L.9-10.1)</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.9-10.2)</li> </ul>	
<p><b>Precision &amp; Refinement</b></p>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-LITERACY.W.9-10.4)</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) (CCSS.ELA-LITERACY.W.9-10.5)</li> </ul>	<p>1</p>
<p><b>Presentation</b></p>	<ul style="list-style-type: none"> <li>• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (CCSS.ELA-LITERACY.SL.9-10.4)</li> </ul>	<p>1</p>
		<p>1</p>

<p><b>Speaking &amp; Listening</b></p>	<ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (<u>CCSS.ELA-LITERACY.SL.9-10.1</u>)</li> <li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (<u>CCSS.ELA-LITERACY.SL.9-10.1.A</u>)</li> <li>• Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (<u>CCSS.ELA-LITERACY.SL.9-10.1.B</u>)</li> </ul>	
<p><b>Making Connections</b></p>	<p>(Overlap with standards in Analysis)</p>	<p>N/A</p>
<p><b>Investigation</b></p>	<ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (<u>CCSS.ELA-LITERACY.W.9-10.7</u>)</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (<u>CCSS.ELA-LITERACY.W.9-10.8</u>)</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. (<u>CCSS.ELA-LITERACY.W.9-10.9</u>)</li> </ul>	<p>1</p>
<p><b>Total Credits: 10</b></p>		

**K. STUDENT LEADERSHIP PATHWAYS**

Student voice and empowerment are prioritized across all aspects of the school, and students are given a variety of pathways to demonstrate and grow in their leadership. We believe that ongoing engagement of students and equal access to leadership opportunities are absolutely necessary not only to the growth of the individual student, but also to the creation of a strong school culture and community. A variety of student leadership roles ensures holistic development and allows students to work towards the personal goals outlined in their PLPs. In addition to participating in collaborative projects with their peers (developing leadership, collaboration and communication skills), students at RISE High will have a variety of opportunities to develop as leaders and make an impact at their school and in their communities:

**Student Advisory Committee (SAC).** Each year, two students from each Advisory Class are chosen by their peers to serve on the SAC. The SAC brings concerns and ideas from the student body to the teachers, administrators, and school board. One of their primary responsibilities is participation in the School Site Council, which spans all Learning Sites and provides opportunities for parents, students, teachers, and other stakeholders to meaningfully participate in the creation of the school’s LCAP and in the feedback cycles that spur growth in the school. The SAC consistently works alongside school leadership to make decisions and impact change.

**Student Ambassadors.** Student Ambassadors is a student leadership program that any interested student may opt into. Unlike traditional school leadership systems which may limit participation to a select few, this program encourages all students to be a part of planning school events and taking ownership over school culture. Students participating in Student Ambassadors learn about their leadership and communication styles, receive assistance in event and project planning, are trained in peer mediation, and are responsible for welcoming new students to the space. They are also encouraged to plan social and community-building events that provide school-wide opportunities for building relationships with other students.

**Town Hall Facilitators.** One Wednesday per month, RISE High will hold a Town Hall, to which students, families, and community members are invited to discuss current events and school happenings. Students are responsible for planning and facilitating Town Halls, and are trained and supported to be successful in this endeavor.

**Non-Core Seminar Co-Leaders.** As students have ideas or interests for Seminars, workshops, or school-wide experiences, they are encouraged to submit proposals and project plans. Students whose projects are approved will have the opportunity to work with RISE High staff to plan these various events and facilitate them for their peers with the support of their supervising teachers. They will receive feedback throughout the process so that they are constantly being challenged to improve.

**Student-Led Conferences (SLCs).** Once per quarter, all RISE students participate in SLCs. SLCs provide an opportunity for the STAC Team to come together and – via information provided in their PLP, Master Agreement, and teacher feedback – monitor progress towards credit completion, content and competency mastery, and progress towards overall goals. Students are continually challenged and supported to take charge of these conferences and learn to reflect on their progress, communicate their strengths and opportunities for growth, and advocate for their needs. We believe these skillsets are critical for strong leaders, which is why we host SLCs multiple times throughout the year.

**RISE High Internships.** Through our current partnership with A Place Called Home and through future partnerships with other community organizations, RISE High will work to provide both in-house and external internships for students that are aligned to their interests and future career goals. These internships are designed by working closely with the student and his/her STAC Team to ensure that they will develop the skill sets necessary to set students up for success in future roles. Students may advocate for an internship during their quarterly SLCs.

## L. CULTURALLY RESPONSIVE TEACHING

At RISE High, we believe that culturally responsive pedagogy and practices are essential to both the academic and holistic development of our students. Gloria Ladson Billings described culturally relevant pedagogy as one “that empowers students intellectually, socially, emotionally, and politically using cultural references to impart knowledge, skills, and attitudes”.<sup>51</sup> Geneva Gay defined it as “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students

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<sup>51</sup> Ladson-Billings, G. (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.

to make learning encounters more relevant to and effective for them”.<sup>52</sup> The core of culturally relevant pedagogy is that students’ diverse backgrounds, identities, cultures, and experiences are valued, affirmed, and represented within their learning spaces, and ultimately used as a starting point from which to both understand the content and competencies to be mastered within the walls of the school building and to make sense of the larger world around them. Particularly when serving students whose stories have long been left out of the traditional educational narrative, it is imperative that students feel safe and supported in their identities at school, and that they feel empowered in using their voice to advocate for their needs.

Studies have found that the implementation of culturally responsive pedagogy can have a variety of positive influences on students. In fact, science has shown that the implementation of culturally responsive practices in the classroom can serve to change the chemistry of the brain, helping students to feel safer and less stressed, thus allowing them to focus more on the content to be mastered.<sup>53</sup>

Further, culturally responsive teaching has been shown to result in an increase in student motivation, an increase in student interest in the content, an increase in a student’s ability to engage in content area discussions, and an increase in a student’s positive self-perceptions and self-confidence.<sup>54</sup>

At RISE High, we seek to provide our students with access to a culturally relevant curriculum and culturally relevant instructional practices, and to provide intensive training and support to our staff to ensure that this happens. Spaces within the school are decorated with visuals and aesthetics that reflect the backgrounds and identities of the students whom we serve, and include posters and work created by students themselves to create a feeling of ownership and belonging in the building. Novels and texts chosen reflect writers from a diverse set of experiences and backgrounds to both provide positive representation for students and to expose them to people who may have had very different life circumstances than their own. Social Studies courses facilitate a deeper analysis of people whose stories and perspectives have been under-represented or not represented at all, and students are challenged to think about the roles of race, class, gender, power, and oppression in exploring historical events and movements. In as much as we seek to represent and affirm diverse ethnic, racial, and cultural backgrounds, we also strive to be responsive to the life experiences many of our students have faced, thereby incorporating stories of those who have navigated homelessness, the foster system, probation and experiences with the juvenile justice system, challenges in familial relationships, struggles with substance abuse, and other hurdles our students have surmounted. The goal in this is to empower our students so they become more confident in their stories, their identities, and their voice.

### **M. COMPREHENSIVE SUPPORTS**

Partnerships and focus on community will be essential to the development and care of RISE High students and to the success of the school overall. Because our students are often in transition, we seek to provide a consistent community and culture that can be accessed at various geographic points so that, as students move, the school environment and access to services remains a constant. We will endeavor

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<sup>52</sup> Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press.

<sup>53</sup> Hammond, Zaretta. (2015) *Culturally Responsive Teaching and the Brain*. Corwin.

<sup>54</sup> Aronson, Brittany and Judston Laughter, “The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas.” *Review of Educational Research*. March 2016, Vol. 86, No. 1, pp. 163–206.

to accomplish this through co-location and partnership with service providers in order to simultaneously provide academic support and comprehensive wraparound services, such as:

- Basic daily needs (*e.g.*, food, clothing, hygiene, and assistance with locating housing resources)
- Health and wellness support
- Transportation via RISE High's partnership with HopSkipDrive, allowing for eligible students to obtain no-cost transportation services, per DV LA Board Policy<sup>55</sup>
- Medical services
- Legal assistance
- Counseling and mental health services, including socioemotional development
- Referrals to parenting classes
- Referrals to substance abuse classes
- Reproductive and sexual health services and resources
- Social services and family reunification support
- Security and safety (on-campus, as well as plans and training for students and staff)
- Reentry support for probation youth
- Consistent engagement and communication with student supporters, such as case managers, social workers, and probation officers

At each RISE High Learning Site, we will build relationships with nearby industry partners to secure career mentors, teacher support in planning relevant projects, and student internship and job placements. We will also reach out to nonprofits who provide programming in arts, sports, and other extracurricular activities to ensure well-rounded opportunities are made available to students in a financially sustainable way.

Partners such as School on Wheels and A Place Called Home will provide a large and consistent volunteer base of tutors and mentors, trained to understand the transiency and instability of this particular population and to ensure strong networks of academic support. We will expand this base by reaching out to, and developing partnerships, with parents and families, community members, and local college and university students.

In order to fully support students' mental health and holistic well-being, RISE High has its own Student Support Services Team, consisting of the following positions: School Psychologist, School Counselor, Manager of Services and Partnerships, Case Managers, and Advocate Counselors. Their roles and

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<sup>55</sup> The Board has approved the provision of HopSkipDrive rides, at no cost, for students who may face challenges with public transportation because of safety issues, special needs, distance from school, or transiency, and who qualify for Free or Reduced Lunch Meals or are homeless or in foster care.

responsibilities have been built in response to a Care Matrix that ensures students with various needs are given adequate support at different levels:

Level	Students Served	Supports Provided
1	All students at RISE High	<ul style="list-style-type: none"> <li>• All students are assigned to an Advisor who facilitates daily Kickoff and Advisories. These scheduled times allow for support in executive functioning skill development, socioemotional growth, and community-building. It also gives each student one specific point person on campus whom they can contact regarding their academics and well-being. Teachers support students in a 1:25 ratio.</li> </ul>
		<ul style="list-style-type: none"> <li>• All students have access to Academic Coaches* during Arenas (see description under “Sample Schedules”) who have been trained in Restorative Practices and Trauma-Informed Care (see definitions below). These coaches serve as both academic and behavioral supports during Arenas.</li> <li>• All teachers have been trained in Restorative Practices and Trauma-Informed Care.</li> <li>• All students with IEPs have access to a Special Education teacher and Paraeducators necessary to ensure their instructional minutes and adequate academic support.</li> </ul>
2	<p>Students at RISE High who need additional day-to-day support and coaching in the following areas:</p> <ul style="list-style-type: none"> <li>• Demonstrating positive and respectful behavior towards peers and adults</li> <li>• Staying motivated and on-task in class settings</li> <li>• Developing conflict-resolution skills</li> <li>• Strengthening communication skills</li> <li>• Managing emotions</li> <li>• Coping with daily stress and anxiety</li> <li>• Completing assignments and making adequate progress in courses</li> <li>• Making decisions around college and career pathways</li> </ul> <p>(Includes students who may have an assigned Case Manager or Social Worker, or therapeutic services assigned through another service provider or agency, but who still need daily support at school.)</p>	<p>An Advocate Counselor* is assigned to these students, with each Advocate Counselor carrying a caseload of no more than 25 students. Advocate Counselors do not have their Counseling credentials, but have been trained in Trauma-Informed Care, Restorative Practices, and Therapeutic Crisis Intervention. Advocate Counselors function more as coaches for students. They may sit in class and offer preventative services if they see a student starting to struggle, or may provide intervention services if a student’s behavior or emotions escalate.</p>

Level	Students Served	Supports Provided
3	<ul style="list-style-type: none"> <li>• All students at RISE High who identify as foster, homeless, or probation, or who need additional support service coordination to ensure their holistic well-being</li> <li>• Students at RISE High who need more intensive counseling and therapeutic services</li> <li>• Students at RISE High with IEPs that require counseling minutes</li> </ul>	<p>A RISE High Case Manager* is assigned to these students, with one Case Manager assigned to each Learning Site for a 1:125 ratio, although actual caseloads will be smaller. Case Managers must have their Social Work or Counseling credentials so as to be able to offer therapeutic services as well as care coordination for students.</p>

\* Job descriptions and qualifications are provided in Element 6.

The Manager of Services and Partnerships (MSP) is the primary point person across sites who develops necessary partnerships with service providers to ensure all RISE High students can receive wraparound services they need. The MSP supervises the Case Managers at each Learning Site, holds Case Conferencing with each site, and seeks out new services and partnerships when the need is communicated by the Case Managers. Case Conferencing occurs once per week at each site, and is attended by the MSP, Case Managers, Advocate Counselors, and Special Education teacher at each site. During this time, the MHT reviews case notes that have been submitted by teachers, Academic Coaches, and other staff, and brings their own concerns regarding specific students to the table as well. The time is spent discussing the need and developing a plan of action for each student, and action steps are communicated back to teachers and staff. The MSP shares Case Conferencing overview from each site with the school leadership to ensure they are kept in the loop with students and so that they can provide support and assistance in securing services when necessary. STAC Teams are looped in as necessary to the student’s well-being.

All RISE High staff are trained in Restorative Practices and Trauma-Informed Care, which are the lifeblood of the community. These methods ensure teachers are prepared to be sensitive and responsive to past traumas that students may have experienced, and challenges teachers to be intentional in building classrooms and learning spaces that make students feel safe and comfortable.

**N. RESTORATIVE PRACTICES**

RISE High is committed to serving its students in a holistic way that prepares them both to be successful in their personal post-secondary pursuits and to positively contribute to the world around them through actions that lead to a more equitable society. We believe this commitment requires intentionality in the planning of our entire program – from academics to wraparound services to student behavior support. Data has shown that traditional means of school discipline have been disproportionately leveraged against students of color, students who identify as LGBT, students who have disabilities, and EL students, resulting in the following statistics:

Black students are suspended and expelled at a rate 3x greater than that of white students.<sup>56</sup>

Girls of color are suspended at higher rates than any other race or ethnicity and most boys.<sup>58</sup>

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<sup>56</sup> <https://ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf>

Students with disabilities are twice as likely to receive out-of-school suspension than those without disabilities.<sup>58</sup>

Black students represent 16% of student enrollment, but represent 27% of students referred to law enforcement and 31% of students involved in school-related arrests.<sup>58</sup>

“Two in five LGBTQ students reported receiving detention, in-school or out-of-school suspension and/or expulsion from school. LGBTQ Black/African American, LGBTQ Hispanic/Latino, and LGBTQ Multiracial students; LGBTQ students experiencing homelessness; and LGBTQ students with disabilities experienced higher rates than others”.<sup>57</sup>

“Compared to cisgender LGBTQ students, transgender students were more likely to receive school discipline and over three times as likely to report that they might not complete high school. Among LGBTQ students, the most common reason cited for not planning to graduate high school or being unsure if they would graduate was an unsupportive or hostile school environment.”<sup>59</sup>

These disciplinary actions serve to deepen the academic achievement gap and increase the number of students directed into school-to-prison pipeline, which The National Education Association as “the policies and practices that are directly and indirectly pushing students of color out of school and on a pathway to prison, including, but not limited to: harsh school discipline policies that overuse suspension and expulsion, increased policing and surveillance that create prison-like environments in schools, overreliance on referrals to law enforcement and the juvenile justice system, and an alienating and punitive high-stakes testing-driven academic environment.”<sup>58</sup> Given that RISE High’s demographics consist primarily of the students most impacted by these discipline practices – and that many of our students have already had interaction with the juvenile justice system – it is imperative that we pursue different means of student behavior support.

All RISE High staff are trained to fully implement Restorative Practices, which 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

In order to build relationships and community, RISE High staff establish clear boundaries around the ways we treat each other and what our community non-negotiables are. All students participate in RISE High Orientation, which provides an overview of the rules we have agreed to, including the creation of a safe space that is drug- and weapon-free, that does not participate in bullying, and that respects those around us through the use of our language. RISE students all participate in an Advisory, which provides times each week to deepen relationships with peers and adults. We also schedule yearly Stop-and- Reflect Retreats, along with other culture-builders, such as Open Mic Nights, Field Days, Dances, Talent Showcases, and more, to foster a culture of trust and joy among and between staff and students.

When negative behaviors occur, Restorative Practices challenge staff and students alike to focus on the harm that has occurred as the result of these behaviors, and to take steps necessary to begin to heal

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<sup>57</sup> <https://www.glsen.org/article/lgbtq-students-face-unfair-school-discipline-pushing-many-out-school>

<sup>58</sup> <https://ra.nea.org/business-item/2016-pol-e01-2/>

from the harm and restore the trust and safety that previously existed as part of the community. “Through this process, students learn how to manage their relationships with adults and peers and become better equipped to understand how their behavior impacts others. This encourages accountability, improves school safety, and helps students to develop skills so the school community can succeed.”<sup>59</sup> Students are given opportunities to build these relationships and to practice positive communication, emotional regulation, and conflict resolution in regularly scheduled Advisories, where Advisors hold community circles and provide direct modeling of these skills. When students make decisions or exhibit behaviors that lead to harm in the community, restorative processes are led by the Advisors, Advocate Counselors, Case Manager, and/or school leadership team. Steps to restore relationships and trust and to assist the student in his/her socioemotional growth may include the following:

- Pairing student with an adult coach or mentor
- Pairing student with a peer mentor
- Looping in the parent, family members, or other positive stakeholders in the student’s life to be a part of creating a support plan
- In-school reflections that include meetings with the Counselor, Case Manager, or Psychologist
- Leadership classes
- Referral to more intensive, ongoing supports such as regularly scheduled anger management courses or counseling
- Staff-led reflection on the impacts of the student’s decisions and behaviors, and goal-setting and role-playing around how to make more positive decisions in the future
- Restorative circles that bring together those impacted by the student’s negative behaviors and encourage positive communication skills to identify the harm that was done and create a pathway for moving forward.
- More intensive training for staff to ensure trauma-responsive and restorative practices are being adequately implemented across classes and Learning Sites.

## **CURRICULUM AND INSTRUCTION**

A systematic standards-based instructional program will engage students successfully in rigorous academic activities. Instruction at RISE High will fully implement the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the state Curriculum Frameworks, including the 2014 ELA/ELD Framework and 2016 History/Social Science Framework.<sup>60</sup> RISE High faculty will receive extensive professional development (detailed below) and work collaboratively to ensure instruction across all subjects meets and exceeds content standards.

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<sup>59</sup> <https://www.ousd.org/Page/12328>

<sup>60</sup> <https://www.cde.ca.gov/ci/cr/cf/index.asp>

RISE High will ensure that courses meet the standards of the University of California (UC) and the California State University's (CSU) "A-G" course requirements for college entrance eligibility into the UC/CSU systems. Thus, all of our high school courses will be transferable to other public high schools. All students have access at RISE High to A-G courses across core areas (English Language Arts, Social Science/History, Mathematics, Science, World Languages and Arts).

We, of course, recognize that many of our students will arrive at RISE High behind in grade level proficiency in at least one subject. Students will be assigned and scheduled into appropriate courses based on their credits earned and courses completed to date, but intensive remedial support will be provided to ensure each student is able to understand and participate fully in the curriculum. Students in need of additional support may be initially assigned a more intensive on-site schedule with in-person skills workshops, additional class time in Content Focus Groups and/or tutoring (by their credentialed teachers, as well as Academic Coaches and trained volunteers) to ensure they are able to complete grade-level content in their assigned courses. In our experience, students who are provided one-on-one targeted supports are able to quickly "catch up" and master the content when they are able to proceed through their learning at an individualized pace with appropriate support. Online remediation may also be used in cases where students arrive at RISE High several grade levels behind.

Infused into every Arena, Content Focus Group, Office Hour, 1:1 and lab are development of critical thinking skills, real-world connections, and relevance. Students will have various opportunities for exposure to, and exploration with, skills and careers that match their interests and passions.

Partnerships with leading industries allow for internships, jobs, and co-creation of projects with teachers, so students can easily see the connections between what they are learning in class and why it matters outside the walls of the school building. All classes and interactions are viewed through a culturally-responsive lens, and curriculum is intentionally developed to reflect the cultures and lived experiences of students. Students are encouraged to explore their own identities and learn about their cultures throughout all of their core classes via curricula and learning experiences that are diverse and representative of a variety of backgrounds.

Graduation requirements for the different graduation tracks offered are detailed below; while students pursuing an A-G qualifying diploma will be required to meet minimum years of courses for each A-G subject (*i.e.*, four years of English, three years of Math, etc.), given that RISE High serves students who may not meet A-G requirements or traditional diploma paths, we do not list those requirements for each subject here. All courses and curriculum however, unless otherwise noted below, meet UC/CSU A-G requirements.

## **COURSE DESCRIPTIONS**

The following course descriptions include, in parenthesis, the course requirement it satisfies within the specified diploma path.

### **A. ENGLISH LANGUAGE ARTS**

#### **Reading Workshop** (*Satisfies "Elective" requirement for A-G/RISE*)

Reading Workshop is a reading intervention course designed specifically for students who are reading below grade level, and for students interested in improving their reading comprehension skills. The class

uses the online program, Achieve3000, which differentiates reading articles to match each individual student's reading level. Each class focuses on the expansion of each student's vocabulary via explicit instruction of new words and decoding strategies such as Latin roots and stems; improving comprehension of multi-level texts through the instruction and practice of reading comprehension strategies; and forming and discussing opinions with text-based evidence. Students are also instructed in text annotation, note-taking, and the use of graphic organizers for improving comprehension and analysis.

**English 1** (*Satisfies "English" requirement for A-G/RISE/State Minimum*)

English 1 consists of literary analysis, language arts and writing composition; most coursework is done within the context of a project. Specifically, students work toward developing and fine tuning various writing techniques, as well as analyzing literary texts and real-world experiences in order to practice integration of knowledge. Some elements of the course include English language conventions, grammar, expository and narrative writing, literary devices, and literary analysis. Course texts may include, but are not limited to: novels such as *To Kill a Mockingbird* by Harper Lee, *Monster* by Walter Dean Meyers, and *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie; non-fiction texts such as *Night* by Elie Wiesel; and a collection of modern and classic poetry, including *Bronx Masquerade* by Nikki Grimes and analyses of popular music.

**English 1 Honors** (*Satisfies "English" requirement for A-G/RISE/State Minimum*)

Students enrolled in English 1 Honors are ready and willing to read and write at a more rigorous level than what is considered standard in English 1 class. Students are introduced to the Socratic Seminar method of questioning texts through MyOn, an online platform to stimulate comprehension and literacy growth. Students will compare and contrast texts of similar genres or thematic elements and extend learning via connections to current social situations and contexts. Course texts include those listed in English 9, in addition to texts intended to deepen understanding such as *The Hate U Give* by Angie Thomas, *Between the World and Me* by Ta-Nehisi Coates, *I am Malala: The Girl Who Stood Up for Education and Was Shot By the Taliban* by Malala Yousafzai, and selections from the *Humans of New York* series by Brandon Stanton. To be enrolled in English 1 Honors, students must: have maintained at least a "B" during quarter one of English 1, receive positive recommendations from past English or writing teachers, and agree to complete the additional course work.

**English 2** (*Satisfies "English" requirement for A-G/RISE/State Minimum*)

English 2 focuses on a variety of great works of literature that relate to many important and impactful time periods of World History. The novels chosen for this course coincide with the content of World History class, allowing students to better understand and grasp the major events of the world. In addition to reading a wide variety of novels, this course also has a yearlong theme of the effects of power and oppression which helps students grow as better citizens of the World. This course encourages students to think about and discuss intolerance and hate around the World and then inspire them to make a change. English 2 improves comprehension and collaboration skills through essays, projects, and classroom discussions. Course texts may include, but are not limited to: novels such as *The Book Thief* by Markus Zusack, *Things Fall Apart* by Chinua Achebe, *The Kite Runner* by Khaled Hosseini, *Dreaming in Cuban* by Cristina Garcia, and graphic novel *Persepolis* by Marjane Sartrapi.

**English 2 Honors** (*Satisfies "English" requirement for A-G/RISE/State Minimum*)

Students enrolled in English 2 Honors are ready and willing to read and write at a more rigorous level than what is considered standard in English 2 class. Students begin to work on their argumentative skills to better prepare them for English 3 classes through an introduction to rhetoric. Course texts include

those listed in English 2 in addition to texts intended to deepen understanding. These texts may include, but are not limited to: *Animal Farm* by George Orwell, *Julius Caesar* by William Shakespeare, and selections from *A Different Mirror for Young People: A History of Multicultural America* by Rebecca Stefoff. To be enrolled in English 2 Honors, students must have maintained at least a “B” in their previous English Honors course or for one quarter of English 2, receive positive recommendations from past English or writing teachers, and agree to complete the additional course work.

**English 3** (*Satisfies “English” requirement for A-G/RISE/State Minimum*)

The focus of English 3 is American literature. The readings correlate with major events in American history, concentrating the analyses on how the content of literature across these various time periods and circumstances is still relevant to students’ current lives. There is also be an extensive focus on writing, concentrating primarily on developing student skills in crafting focused, sophisticated arguments that are thoroughly supported by relevant and thoughtfully selected textual evidence. Areas of study and topics of units include, but are not limited to: novels such as *The Great Gatsby* by F. Scott Fitzgerald, *The Things They Carried* by Tim O’Brien, *Beloved* by Toni Morrison, and *Their Eyes Were Watching God* by Zora Neale Hurston; the play *The Crucible* by Arthur Miller; and the memoir *A Cup of Water Under My Bed* by Daisy Hernandez.

**English 3 Honors** (*Satisfies “English” requirement for A-G/RISE/State Minimum*)

English 3 Honors serves as an extension to the regular English 3 curriculum, with a stronger emphasis on reading and analytical writing. Students focus on written and verbal argumentation methods, and on the critical examination of characterization, literary styles, and shared themes across the various texts. Areas of study and topics of expanded units include and expand upon those in English 3, and incorporate additional non-fiction texts and historical documents such as “Letter from Birmingham Jail” by Martin Luther King, Jr., “Mother Tongue” by Amy Tan, and “What to the Slave is Fourth of July” by Frederick Douglass. To be enrolled in English 3 Honors, students must have maintained at least a “B” in their previous English Honors course or for one quarter of English 3, receive positive recommendations from past English or writing teachers, and agree to complete the additional course work.

**English 4** (*Satisfies “English” requirement for A-G/RISE/State Minimum*)

English 4 is a rigorous exploration and practice of how to better use language in expressing ideas, persuading audiences, analyzing texts, and developing concepts. The focus of English 4 is to help students learn and apply tactics of critical and creative thinking through reading and writing. Emphasis is placed on teaching students to read and write at a college-ready level. The mastery of Essential Skills necessary for completing English 4 are a continuation and expansion of skills and knowledge learned in English 1, 2 and 3. Areas of study and topics of units include, but are not limited to: novels and plays such as *A Raisin in the Sun* by Lorraine Hansbury, *Invisible Man* by Ralph Ellison, *Macbeth* by Shakespeare, and *White Teeth* by Zadie Smith; along with a collection from important historical speeches and documents.

**English 4 Honors** (*Satisfies “English” requirement for A-G/RISE/State Minimum*)

Students enrolled in English 4 Honors are ready and willing to read and write at a more rigorous level than what is considered standard in English 4 class. The course begins with a series of Socratic seminars, and some of the work for the Honors class will be completed outside of class. Students enrolled in English 4 Honors must prepare for an Honors Capstone that requires a 10-12 page synthesis essay of previous work, and a defense of their work in front of a panel of peers and teachers. In addition to the texts and resources used in English 4, students in English 4 Honors will rely on a selection of texts from *The Language of Composition: Reading, Writing, Rhetoric* to strengthen their analytical and rhetorical skills. To be enrolled in English 4 Honors, students must have maintained at least a “B” in previous

English classes, receive positive recommendations from past English or writing teachers, and agree to complete the additional coursework.

**English Language Development 1** (*Satisfies “English” requirement for RISE/State Minimum*)

Beginning English language learners follow a whole language approach. Students move between levels during the school year, based on the progress they make in English Language Arts proficiency. All ELD courses focus on the competencies of literacy (reading and writing), speaking, and listening. When on campus, students work in small cooperative learning groups. When off campus, students work through Rosetta Stone to support their language acquisition. Hands-on activities are incorporated throughout ELD 1 in the form of role plays, MyOn World News examinations, commercials, show clips and movie analysis. Students are supported in developing the skills necessary to effectively communicate within a school setting while also learning about current events that may be relevant and applicable to day-to-day conversations with peers. MyOn is used to provide bilingual and lower level English texts to support literacy development. Through this program students also have access to audiobooks and extension activities focused on ELD.

**English Language Development 2** (*Satisfies “English” requirement for RISE/State Minimum*)

In this low intermediate level of ELD course, students work on literacy through systematic word study, vocabulary, comprehension, and fluency activities supported by Rosetta Stone and MyOn both inside and outside of the classroom. Students focus on reading longer and more rigorous texts (*i.e.*, poems, short stories, articles, chapter books etc.) and examine thematic and figurative elements within literature. Students in ELD 2 begin expanding their speaking and listening skills through debates, presentations, peer-to-peer feedback cycles and Socratic seminars. Students engage in media studies aimed at providing them with the skills necessary to critique and analyze real-world content. The course is designed to prepare the English Language Learner for ELD 3.

**English Language Development 3** (*Satisfies “English” requirement for RISE/State Minimum*)

Through this high intermediate level of ELD course, students continue to engage in word study, vocabulary, comprehension, and fluency through online supports (MyOn) that provides leveled and age-appropriate texts. Students continue to read stories, novels, articles, interviews, and poetry, and examine thematic and figurative elements within literature. Students hone in on mastering speaking and listening skills through engaging in debates and Socratic seminars and through participating in mock interviews to prepare for college and career readiness. The course is designed to prepare the English Language Learner for this final level of ELD.

## **B. MATHEMATICS**

RISE High shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

In the integrated math program, instead of focusing on one major topic each year, students will study numbers, functions, geometry, statistics, and symbolic algebra every year. More importantly, students will discover how these topics are all connected to each other and how to model them with mathematics. The Integrated Math Courses will incorporate the College Preparatory Math Curriculum (CPM) Core Connections series and Precalculus and Calculus textbooks, Carnegie Learning Software, Bloom’s Taxonomy of Learning Theory, and the Google Classroom learning management system for students to effectively collaborate and complete lessons and projects that meet CCSS.

**Math Workshop** (*Satisfies “Elective” requirement for RISE/State Minimum*)

In Math Workshop, students will receive additional support in their math courses. This course provides 1:1 support for each student in his/her current place in the College Preparatory Math (CPM) coursework. The workshop individualizes instruction for students based on content from Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, and Calculus. Students work on independent learning skills, as well as time management, study planning, and collaboration with other students through class content and projects. This class serves to deepen conceptual understanding, improve fluency in procedural skills, and supplement learning.

**Integrated Math 1** (*Satisfies Algebra 1 “Math” requirement for A-G/RISE/State Minimum*)

In IM 1, students will learn different problem-solving strategies, as well as skills such as questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking using the CPM Core Connections Integrated 1 curriculum. Key learnings addressed in this course will include an analysis of the slope of a line in multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically. Students will learn representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts. They will be able to use symbolic manipulation of expressions to solve problems such as factoring, multiplying polynomials and expanding exponential expressions. Students will use exponential models to solve problems and compare to linear models. They will learn how to use a variety of strategies to solve equations and inequalities, such as rewriting (*e.g.*, distributing, completing the square), using the inverse (*e.g.*, undoing the square using a square root) and using logic (*e.g.*, determining the possible values of the argument of an absolute value expression). Students will solve systems of two equations and inequalities with two variables using a variety of strategies. They will demonstrate congruence using reflection, rotation, and translation, and develop triangle congruence theorems. Students will use coordinates to prove geometric theorems and learn simple geometric proofs. They will conduct a statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots. Students will understand the differences between association and causation, and interpretation of correlation in context. Finally, students will use representations of arithmetic and geometric sequences, such as tables, graphs and explicit or recursive formulas. The rigor of this course ensures students have the prerequisite skills to be successful in IM 2.

**Integrated Math 2** (*Satisfies Geometry “Math” requirement for A-G/RISE/State Minimum*)

This course aims to formalize and extend the geometry that students have learned in previous courses. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. They will learn about Geometric transformations (*e.g.*, reflection, rotation, translation, and dilation) and symmetry. Students will understand the relationships between figures (*e.g.*, similarity and congruence) in terms of rigid motions and similarity transformations. They will make proofs of geometric theorems, and model with geometry. Students will learn theorems about circles, be able to take measures of plane figures and measure three dimensional solids. They will use tools to measure triangles, complex shapes using the Pythagorean Theorem and trigonometric ratios. Probability, including compound events, expected value, permutations and combinations will be examined. Students will use algebra to write and solve equations arising from geometric situations. They will learn how to represent quadratic functions with graphs, tables, equations, and contexts. Students will also investigate a variety of functions including square root,

cube root, absolute value, piecewise-defined, step, and simple inverse functions. This course will also serve to prepare students for IM 3.

**Integrated Math 3** (*Satisfies “Math” requirement for A-G/RISE/State Minimum*)

This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusions. In this course, students will learn to visualize, express, interpret and describe, and graph functions (and their inverses, in many cases). Given a graph, students will be able to represent the function with an equation, and vice-versa, and transform the graph, including the following function families: absolute value, exponential, linear, logarithmic, piecewise-defined polynomial, quadratic square root and trigonometric. Students will use variables and functions to represent relationships given in tables, graphs, situations, and geometric diagrams, and recognize the connections among these multiple representations. They will apply multiple algebraic representations to model and solve problems presented as real-world situations or simulations. Students will learn to solve linear or quadratic equations in one variable, systems of equations in two variables, and linear systems of equations in three or more variables. They will use algebraic skills to rewrite complicated algebraic expressions and equations in more useful forms. Students will learn to rewrite rational expressions and arithmetic operations on polynomials and understand the relationship between zeros and factors of polynomials. The skill of rewriting equations will also be used to solve trigonometric equations and prove trigonometric identities. Students will learn operations with complex numbers and solving quadratics with complex solutions. They will learn the applications of the Law of Sines and Law of Cosines. Students will model periodic phenomena with trigonometric functions and calculate the sums of arithmetic and geometric series, including infinite geometric series. They will learn the concepts of randomness and bias in survey design and interpretation of the results, as well as use margin of error and sample-to-sample variability to evaluate statistical decisions. Students will learn to use normal distribution to model outcomes and to make inferences as appropriate. Students will use computers to simulate and determine complex probabilities.

**Precalculus** (*Satisfies “Math” requirement for A-G/RISE/State Minimum*)

This course follows CPM Precalculus Curriculum and spirals through content students have been exposed to in IM 1-3 (or Algebra 1, Algebra 2, and Geometry), encouraging students to engage with the material at a deeper, more cognitive level, while simultaneously introducing new topics to the students. The concepts covered in this course are as follows: properties of functions (*e.g.*, domain and range), categorizing equations as either functions or relations using the definition of a function, solving/graphing linear functions, graphing piecewise functions, solving/graphing exponential and logarithmic functions, solving and graphing polynomial and rational functions, solving/graphing trigonometric functions, graphing parametric equations, conceptually understanding the properties of composition and inverse functions, converting between degree and radian measures, understand how the unit circle relates to the value of trigonometric functions, applying trigonometric identities including sum/difference formulas, evaluating limits using graphs/tables, and performing data set manipulation with matrices.

**Calculus** (*Satisfies “Math” requirement for A-G/RISE/State Minimum*)

The course aims to apply and extend what students have learned in previous mathematics courses through the study of limits, derivatives, along with differentiating and integrating techniques. The course starts with five major problems that introduce the big ideas of calculus: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piecewise functions,

volumes of revolution, volumes by slicing, and the Fundamental Theorem of Calculus. Each of these five major problems is revisited again later in the course for students to solve using new calculus knowledge. Students in Calculus will continue to use problem solving strategies, questioning, investigating, and explaining in conjunction with their knowledge of the connections among algebra, geometry and functions to analyze problems and formulate solutions. Throughout, they will also use these strategies to extend their current knowledge by making new connections.

### C. SCIENCE

#### **Biology** *(Satisfies biological "Science" requirement for A-G/RISE/State Minimum)*

This class gives students the opportunity to make connections to the world around them through project-based learning. Students create models to demonstrate relationships and develop a deeper understanding of phenomena within our living Earth. By following the NGSS High School Three Course Model, students use their prior knowledge about science as the foundation for their exploration. Students take a closer look at content by participating in student-led inquiry experiments and/or conducting independent research on their own individual biological interests. In compliance with A-G lab science requirements, this course will include a "teacher-supervised, hands-on laboratory component comprising at least 20 percent of class time". Topics of study include, but are not limited to: Ecosystem Interactions and Energy, Cell Biology, Reproduction and Genetics, Evolution, and Physiology and Disease. This course embeds the NGSS standards that also align with CCSS Standards.

#### **Biology Honors** *(Satisfies biological "Science" requirement for A-G/RISE/State Minimum)*

Biology Honors is a preparation course for students who are interested in pursuing a career in science. Students are pushed towards becoming confident and curious biologists through a focus on the scientific method, use of domain-specific vocabulary, working to interpret scientific literature and through lab work. Students expand on content covered in regular biology classes by designing their own experiments, participating in and leading their own Socratic Seminars, and conducting independent research on their own individual biological interests. Topics of study include, but are not limited to: Ecosystem Interactions and Energy, Cell Biology, Reproduction and Genetics, Evolution and Physiology and Disease. The courses embed the NGSS standards that also align with CCSS Standards. To be enrolled in Biology Honors, students must have maintained at least a "B" throughout the first quarter of Biology, receive positive recommendations from current or previous science teachers, and agree to complete the additional coursework.

#### **Chemistry** *(Satisfies physical "Science" requirement for A-G/RISE/State Minimum)*

Chemistry at RISE is a hands-on, inquiry-based science course that incorporates design components through projects. Students expand on their mastery of skills from Biology and Integrated Math 1 courses as they use patterns in properties and behaviors of elements while refining models to address environmental concerns related to health and energy sustainability. Students share their projects in exhibitions and Presentations of Learning throughout the year, where they will demonstrate mastery of skills, knowledge and application to real world situations in the subject area. In compliance with A-G lab science requirements, this course will include a "teacher-supervised, hands-on laboratory component comprising at least 20 percent of class time". Topics of study include, but are not limited to: Gases and their Properties, Atomic Structure, The Periodic Table, Chemical Bonding, Chemical Reactions, Stoichiometry, Solutions, Acids & Bases, and Thermodynamics. The courses embed the NGSS standards that also align with CCSS Standards.

**Chemistry Honors** *(Satisfies physical “Science” requirement for A-G/RISE/State Minimum)*

Chemistry Honors is an extension of the Honors Biology for students who are interested in pursuing a career in science. Students participate in more in-depth inquiry-based labs, dive deeper into the content as well as cover additional, and more rigorous, topics. In compliance with A-G lab science requirements, this course will include a “teacher-supervised, hands-on laboratory component comprising at least 20 percent of class time”. Topics of study include, but are not limited to: The Metric System, the Scientific Method, Gases and their Properties, Atomic Structure, Nuclear Chemistry, The Periodic Table, Chemical Bonding, Chemical Reactions, The Mole & Stoichiometry, Solutions, Acids & Bases, Thermodynamics, Kinetics, Equilibrium, and Limiting Reactants. The courses embed the NGSS standards that also align with CCSS Standards. To be enrolled in Chemistry Honors, students must have maintained at least a “B” throughout the first quarter of Chemistry, receive positive recommendations from current or previous science teachers, and agree to complete the additional coursework.

**Physics** *(Satisfies physical “Science” requirement for A-G/RISE/State Minimum)*

Physics gives students the opportunity to dive deeper into project-based learning at RISE High through a focus on engineering and design. Students expand on their mastery of skills from Chemistry and Integrated Math 2 courses as they evaluate, critique, and refine engineering solutions to address energy sustainability concerns. Students grasp engineering through the application of math and science to design the most efficient and effective product in reaction to the rapidly changing world. Students engage in lectures, labs, and activities to aid in the comprehension of the material. In compliance with A-G lab science requirements, this course will include a “teacher-supervised, hands-on laboratory component comprising at least 20 percent of class time”. Topics of study include, but are not limited to: Motion, Forces, Renewable Energy, Waves, Magnetism, Electricity, and Electromagnetic Radiation. The courses embed the NGSS standards that also align with CCSS Standards.

**Physics Honors** *(Satisfies physical “Science” requirement for A-G/RISE/State Minimum)*

Physics Honors is an extension of the Honors Chemistry for students who are interested in pursuing a career in science. Students take a deeper look at energy sustainability engineering and design solutions by designing their own experiments, participating in and leading their own Socratic Seminars, and conducting independent research. In compliance with A-G lab science requirements, this course will include a “teacher-supervised, hands-on laboratory component comprising at least 20 percent of class time”. Topics of study include, but are not limited to: Motion, Forces, Renewable Energy, Waves, Magnetism, Electricity, and Electromagnetic Radiation. The courses embed the NGSS standards that also align with CCSS Standards. To be enrolled in Physics Honors, students must have maintained at least a “B” throughout the first quarter of Physics, receive positive recommendations from current or previous science teachers, and agree to complete the additional coursework.

**D. SOCIAL SCIENCE****World History** *(Satisfies “Social Science” requirement for A-G/RISE/State Minimum)*

In this course, students will examine history from a global perspective. Students will trace historical events beginning with the Enlightenment and ending with modern revolutions. Though a chronological approach is taken, the class will explore major themes within each of the units of study. Concepts will be examined through analyzing sources, crafting articulate written responses, and through inquiry-based projects utilizing the Design Process. Students will examine material that is often left out of Eurocentric history textbooks; and the activities, projects, lessons, and content within this course will push students to expand their intellectual and creative limits.

**World History Honors** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

Honors World History will examine major themes in history through the lenses of literary fiction and primary sources; themes include social revolution, military conflict, and social justice. A particular emphasis is placed on the development of reading, writing, and analytical skills through extensive exercises, including in-class assignments and projects. To be enrolled in World History Honors, students must have maintained at least a "B" throughout the first quarter of World History, receive positive recommendations from current or previous teachers, and agree to complete the additional coursework.

**U.S. History** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

United States History begins with the Immigrant Experience in the late 19th/early 20th century and move as far into Modern American History as possible. In this course, concepts will be examined through analyzing sources, crafting articulate written responses, and through inquiry-based projects. Each project will have an emphasis on the "old" and the "new"; students will address how historical events relate to the modern world.

**U.S. History Honors** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

This course surveys and analyzes the principles, institutions, policies, and politics of the United States. Major topics in the course include the constitution and federalism, civil rights and civil liberties, the presidency, congress, and the U.S. Supreme Court, modern American politics, and public policy. The primary goal of the course is to help students become critical, analytical observers of American politics, government systems, and institutions. Students will go beyond a basic understanding of how the government works to obtain a critical appreciation of the strengths and weaknesses of the American political system, the pros and cons of various modern policy debates, and the importance of citizen's rights and responsibilities. To be enrolled in U.S. History Honors, students must have maintained at least a "B" throughout the first quarter of U.S. History, receive positive recommendations from current or previous teachers, and agree to complete the additional coursework.

**Government** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

Students will achieve a greater, critical understanding of the government and the interactive relationship its citizens share with it. The course will cover topics such as the foundations and purpose of the American government, the impact of civil rights and liberties, the role campaigns and elections play in society, and the influence of media on American political opinions. Students will explore these concepts through analyzing sources, crafting articulate written responses, and through inquiry-based projects.

**Government Honors** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

This course is designed to prepare students to understand and participate in the informal and formal processes of the government and provide students with an appreciation for their roles and responsibilities as citizens and members of society. Government Honors focuses on American democracy, the constitution, rights and obligations as democratic citizens, the three branches of government, the U.S. Supreme Court, and the different political systems across time. Students will gain an in-depth understanding of the foundations of the government and apply their knowledge in real-world applications. To be enrolled in Government Honors, students must have maintained at least a "B" throughout the first quarter of Government, receive positive recommendations from current or previous teachers, and agree to complete the additional coursework.

**Economics** *(Satisfies "Social Science" requirement for A-G/RISE/State Minimum)*

In Economics, students will achieve a greater, critical understanding of our economic system and the interactive relationship its citizens share with it. Students will cover several units in depth, including the

foundations of the American free enterprise system, how supply and demand works, economic policies used to regulate the economy, and international economic relations. Students will explore these concepts through the analysis of sources, the construction of written responses, and through inquiry-based projects.

## E. WORLD LANGUAGES

### **Spanish 1** (*Satisfies “World Language” requirement for A-G/RISE/State Minimum*)

Spanish 1 introduces students to understanding, speaking, reading, and writing the Spanish language. Topics include the examination of the present indicative verbs and learning how to conjugate them, as well as an exploration of cultural lessons of various Spanish speaking countries. Students will acquire language functions, vocabulary, structures and culture through contextualized presentation, interactive activities, and extensive project creation. Students will learn common Spanish phrases and vocabulary, create and present projects based on the unit themes, learn to speak Spanish through practice conversation, grammar lessons, group work, class work, and writing activities, and develop a perspective to view foreign cultures, languages, and customs. Duolingo, an online application, facilitates greater Spanish language acquisition.

### **Spanish 2** (*Satisfies “World Language” requirement for A-G/RISE/State Minimum*)

In Spanish 2, students continue to build upon the Spanish language, writing, and reading skills gained in Spanish 1. Students will develop an appreciation of Spanish and Latin-American literature and culture. Spanish 2 provides students with the opportunity not only to grasp the various levels of meaning of the literary text but also acquire the technical vocabulary to describe and debate literary issues appropriately. Duolingo, an online application, facilitates greater Spanish language acquisition.

### **Spanish 2 Honors** (*Satisfies “World Language” requirement for A-G/RISE/State Minimum*)

In Spanish 2 Honors, students continue to build upon their Spanish language, writing, and reading skills gained in Spanish 1. In addition to the activities described above for Spanish 2, the Honors component involves student teaching, field trips, reports, reading a novel, and additional presentations. To be enrolled in Spanish 2 Honors, students must have maintained at least a “B” throughout the entirety of Spanish 1 or through the first quarter of Spanish 2, receive positive recommendations from current or previous Spanish teachers, and agree to complete the additional coursework.

### **Spanish 3** (*Satisfies “World Language” requirement for A-G/RISE/State Minimum*)

In Spanish 3, students continue to build upon the Spanish language, writing and reading skills gained in Spanish 2. Students will acquire language functions, vocabulary, structures and culture through contextualized presentation, interactive activities, and extensive laboratory practice. Specifically, the goals of this course are to improve students’ performance in the areas listed below: acquire, recognize, and recall extensive Spanish vocabulary, employ vocabulary and grammar effectively in creating Spanish conversation, discover and describe parallels among language patterns (within Spanish and between Spanish and English), analyze and apply various language paradigms, critically examine and translate texts, assessing differences in vocabulary, usage, and grammar and to develop a perspective to view foreign cultures, languages, and customs.

### **Spanish 3 Honors** (*Satisfies “World Language” requirement for A-G/RISE/State Minimum*)

In Spanish 3 Honors, students continue to build upon the Spanish language, writing and reading skills gained in Spanish 2. In addition to the activities described for Spanish 3, the Honors component involves student teaching, field trips, reports, reading a novel, and additional presentations. To be enrolled in

Spanish 3 Honors, students must have maintained at least a “B” throughout the entirety of Spanish 2 or Spanish 2 Honors or through the first quarter of Spanish 3, receive positive recommendations from current or previous Spanish teachers, and agree to complete the additional coursework.

## F. VISUAL AND PERFORMING ARTS

### **Theater** (*Satisfies “Visual and Performing Arts” requirement for A-G/RISE/State Minimum*)

Each student in Theater will examine elements of character, story, and stagecraft. Students will analyze how dramatic structure works – how exposition is laid out, how conflict is established and heightened, how character is developed, and how resolution and catharsis are achieved. This exploration will also include delving into Theater history and examining the role of Theater in contemporary life. Students will begin to practice their own acting skills via improvisational techniques, monologues, and group acting exercises.

### **Art & Design Fundamentals** (*Satisfies “Visual and Performing Arts” requirement for A-G/RISE/State Minimum*)

Art & Design Fundamentals works to affirm the student’s love for the visual arts through hands-on instruction. The course was created through inspiration from Otis College and addresses basic art and design skills in drawing and composition, as well as principles of two-dimensional drawing. Students in Art & Design Fundamentals are introduced to three-dimensional design and begin the development of an art e-portfolio that is continued in Art & Design 2. This course is specifically created for students interested in exploring their creativity and developing foundational skills in art and design with an eye toward possibly applying to college art/design programs. The course is organized into thematic modules, including perspective and color, light and shadow, materials and tools, line and shape, anatomy and expression, and invention and construction.

### **Art & Design 2** (*Satisfies “Visual and Performing Arts” requirement for A-G/RISE/State Minimum*)

In Art & Design 2, students continue to use the fundamental skills learned in the previous course to deepen their understanding of composition and artistic analysis. Students engage in thematic modules consisting of: aesthetic responses & critique methodologies, art practice, creative process, history of the arts and culture and art gallery construction. Students continue to add to their digital e-portfolio and create an art gallery/exhibition held at the end of the course to display their work. In this course, students are encouraged to defend their work, grapple with mixed media, and provide multiple drafts and edits of their work.

## G. ELECTIVES (CORE SEMINARS)

### **Advisory** (*Satisfies “Electives” requirement for A-G/RISE*)

All students are enrolled in Advisories, and the class counts towards electives credits. The focus of this course is the facilitation of study skills and socioemotional learning to spur holistic growth and prepare students to be successful in life after high school. Focus areas will include time management, college readiness, career exploration, goal setting, grade calculation, credit and graduation progress monitoring, healthy relationships with others, conflict resolution, emotion regulation, positive coping strategies for stress and anxiety, prevention and intervention of bullying, positive social media skills, and more. Students also address competencies of speaking and listening, analysis and problem solving. Advisors will meet with students both in group and in one-on-one settings to provide coaching, guidance, monitoring of academic progress, and connection to additional resources as needed. Curricular texts implemented

include, but are not limited to *The 7 Habits of Highly Effective Teens* by Sean Covey and the *Facing History and Ourselves* resources.

**World of Work** (*Satisfies “Elective” requirement for A-G/RISE and “Career Development” requirement for RISE*)

The World of Work course is built to help RISE High students identify a career interest, plan a career path and take the steps needed to move along that path. The Workforce curriculum is tailored to meet the needs of students at various stages of vocational development from those beginning to explore career interests to those who have a defined career path and are employed. Utilizing the key competencies of speaking and listening and problem solving, this curriculum uses research-based methods to push students towards ongoing and individualized growth. In partnership with the TAY Collaborative, counselors and teachers work together to enhance the course’s potential to empower young adults to reach their career goals. The course helps meet the diverse learning needs of young adults, providing opportunities for independent learning, one-on-one instruction or mutual support and learning through a group. Throughout the course, students work to build out a portfolio that encompasses 11 important documents that set them up to thrive in the professional world (*i.e.*, resume, career-education plan, cover letter, sample application, etc.). Students engage in mock interviews, walk through workplace scenarios and brainstorm executive functioning troubleshooting strategies to support success in the working world.

**Financial Literacy** (*Satisfies “Elective” requirement for A-G/RISE and “Career Development” requirement for RISE*)

Financial literacy is an essential skill for the majority of RISE High students. Additionally, understanding and managing personal finances is key to one’s future financial success. The competencies, which form the basis for this course, enable students to analyze their financial decisions, evaluate the costs/benefits of their decisions, recognize their rights and responsibilities as consumers and apply the knowledge learned in school to financial situations encountered later in their daily lives. After completing the course, students will be able to explain financial literacy and how sound financial decisions can increase a person’s standard of living, apply decision-making to personal financial choices, evaluate the sources and resources of financial systems, evaluate investments and sources of credit, understand the rights and responsibilities of credit and be able to apply a decision-making process to ensure appropriate purchases. The course is placed into context through a brief overview of the history and purpose of financial institutions, the generational wealth gap and financial slavery (*i.e.*, cycles of debt, education etc.), consumerism and capitalism. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

**College Test Prep** (*Satisfies “Elective” requirement for A-G/RISE*)

College Test Prep tackles both the ACT and the SAT. The course is divided into six sections:

1. Overview and format of each exam with test-taking strategies for each;
2. Critical reading, which includes sentence completion, reading comprehension, common grammar and punctuation skills, rhetorical skills, vocabulary development, and common question stems and topics;
3. Writing, which includes sample prompts and responses, rubrics, and individualized feedback on practice timed responses, in addition to review of grammar and punctuation skills;
4. ACT math focus, which includes review, direct instruction, and practice of Algebra and Geometry skills;
5. SAT math focus, which includes similar content to ACT math with a particular lens towards multi-

- step and word problems; and
6. Science focus, which includes interpreting information from graphs, charts, and tables, and builds strategies for tackling scientific vocabulary.

**Humanities** (*Satisfies "Elective" requirement for A-G/RISE*)

Humanities is a cross-curricular course designated for connecting the content from Social Studies and English. Through the lens of current cultural events, students refine their comprehension, discussion, and writing skills across multiple subject areas. This interdisciplinary curriculum is designed to build and establish an academic lens for argumentative practices, specifically the use of claims and counter-claims. Debates, Socratic Seminars, and discussions will allow students to form opinions from sound evidence, as well as persuade opposing views to different insights on pressing issues that affect them as youth, and students, of the 21st century.

### **H. SEMINARS AND WORKSHOPS**

Seminars and Workshops are designed to provide additional opportunities for students to explore new interests and potential career pathways, as well as to provide supplemental academic support and skill development. Seminars are not required for graduation but are optional for students and encouraged by staff. A core of Seminar experiences will be offered year-round for credit; other Seminars may be non-credit granting so as to allow for responsiveness to student interest and voice. The overall purpose of both Seminars and Workshops are as follows:

- (1) To expose students to as many different topics and activities as possible as they begin to think about careers they may be interested in pursuing.
- (2) To develop students as holistic beings who explore interests and develop knowledge in a variety of different topics.

If students choose not to participate in Seminars, which are scheduled at the end of each school day, they can use this time to work in Academic Coach-facilitated classes. They may use this time to complete independent assignments, meet with Academic Coaches (or teachers who are not currently facilitating Seminars) 1:1, or to meet with their Counselors or Case Managers.

**Core Seminars (for credit)**

Regularly scheduled courses designed to supplement academic and career-readiness skill development. Students will earn 5 credits for each of the following Core Seminars:

- World of Work
- Financial Literacy
- College Test Prep
- Reading Workshop
- Math Workshop

**Non-Core Seminars (not for credit)**

A regularly scheduled, interest- or skill-specific course designed to be responsive to student interests and requests. Students are informed during class sign-up which seminars grant credits and which are non-

credit bearing. Examples of non-credit Seminars can include: mindfulness, yoga, cooking and nutrition, film, fit and healthy, music video production, boxing, dance, creative writing, photography, and more.

### Workshop

A one-time opportunity to acquire resources and/or learn an isolated skill that will support student growth. Workshops may be taught by teachers, partner organizations, or industry partners. Examples might include resume workshop, FAFSA workshop, college planning, or Excel certification.

## G. ETHNIC STUDIES

In accordance with Assembly Bill 101, RISE will deploy an Ethnic Studies curriculum by the 2025-2026 school year. In alignment with our interdisciplinary competencies, this course will provide students with an understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality and equity, justice, race and racism, sexual orientation, gender expression, ethnicity and bigotry, indigeneity, etc. Our course outlines will be approved by the University of California and California State University as having met the “A–G” requirements for college readiness. We plan to work with our instructional staff to assess whether these units will be infused into existing interdisciplinary course work, or if it will operate as a standalone course.

## CURRICULUM AND INSTRUCTIONAL MATERIALS

Curriculum materials are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on state standards, meeting “A-G” course requirements, and preparing students for college-level coursework. RISE High utilizes California State Board of Education adopted instructional materials aligned with CCSS. The Da Vinci Schools Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current instructional materials per courses include:

Course	Instructional Materials
English 1	<ul style="list-style-type: none"> <li>• MyOn</li> <li>• Achieve3000</li> <li>• <i>To Kill a Mockingbird</i> by Harper Lee</li> <li>• <i>Monster</i> by Walter Dean Meyers</li> <li>• <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexienon</li> <li>• <i>Night</i> by Elie Wiesel</li> <li>• <i>Bronx Masquerade</i> by Nikki Grimes</li> </ul>
English 1 Honors	Materials included in English 1, along with: <ul style="list-style-type: none"> <li>• <i>The Hate U Give</i> by Angie Thomas</li> <li>• <i>Between the World and Me</i> by Ta-Nehisi Coates</li> <li>• <i>I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai</li> </ul>

Course	Instructional Materials
English 2	<ul style="list-style-type: none"> <li>• MyOn</li> <li>• Achieve3000</li> <li>• <i>The Book Thief</i> by Markus Zusack</li> <li>• <i>Things Fall Apart</i> by Chinua Achebe</li> <li>• <i>The Kite Runner</i> by Khaled Hosseini</li> <li>• <i>Dreaming in Cuban</i> by Cristina Garcia</li> <li>• <i>Persepolis</i> by Marjane Sartrapi</li> </ul>
English 2 Honors	Materials included in English 2, along with: <ul style="list-style-type: none"> <li>• <i>Animal Farm</i> by George Orwell</li> <li>• <i>Julius Caesar</i> by William Shakespeare</li> <li>• Selections from <i>A Different Mirror for Young People: A History of Multicultural America</i></li> </ul>
English 3	<ul style="list-style-type: none"> <li>• MyOn</li> <li>• Achieve3000</li> <li>• <i>The Great Gatsby</i> by F. Scott Fitzgerald</li> <li>• <i>The Things They Carried</i> by Tim O'Brien</li> <li>• <i>Beloved</i> by Toni Morrison</li> <li>• <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</li> <li>• <i>The Crucible</i> by Arthur Miller</li> <li>• <i>A Cup of Water Under My Bed</i> by Daisy Hernandez</li> </ul>
English 3 Honors	Materials included in English 3, along with: <ul style="list-style-type: none"> <li>• "Letter from Birmingham Jail" by Martin Luther King, Jr.</li> <li>• "Mother Tongue" by Amy Tan</li> <li>• "What to the Slave is Fourth of July" by Frederick Douglass</li> <li>• <i>Everything's an Argument</i>, 7<sup>th</sup> Edition By Andrea A. Lunsford, John. J. Ruszkiewicz, and Keith Walters. Bedford/St. Martin's, A Macmillan Education Imprint, 2016.</li> </ul>
English 4	<ul style="list-style-type: none"> <li>• MyOn</li> <li>• Achieve3000</li> <li>• <i>A Raisin in the Sun</i> by Lorraine Hansbury</li> <li>• <i>Invisible Man</i> by Ralph Ellison</li> <li>• <i>Macbeth</i> by Shakespeare</li> <li>• <i>White Teeth</i> by Zadie Smith</li> <li>• A collection from important historical speeches and documents</li> </ul>
English 4 Honors	Materials included in English 4, along with: <ul style="list-style-type: none"> <li>• <i>The Language of Composition: Reading, Writing, Rhetoric</i> 2<sup>nd</sup> Edition, by Renee H. Shea and Lawrence Scanlon (2012)</li> </ul>
Reading Workshop	<ul style="list-style-type: none"> <li>• Accompanying English texts for the level-specific course in which the student is enrolled (see above)</li> <li>• Achieve3000</li> </ul>
English Language Development 1, 2, 3	<ul style="list-style-type: none"> <li>• Rosetta Stone for English, Levels 1, 2, and 3</li> <li>• Teacher-curated supportive curriculum to provide access to course-specific texts</li> </ul>
Integrated Math 1	<ul style="list-style-type: none"> <li>• Core Connections, Integrated I, CPM Educational Program, 2<sup>nd</sup> Edition Version 6.0</li> <li>• Khan Academy</li> </ul>
Integrated Math 2	<ul style="list-style-type: none"> <li>• Core Connections, Integrated II, CPM Educational Program, 2<sup>nd</sup> Edition Version 6.0</li> <li>• Khan Academy</li> </ul>
Integrated Math 3	<ul style="list-style-type: none"> <li>• Core Connections Integrated III, CPM Educational Program, 2<sup>nd</sup> Edition Version 6.0</li> <li>• Khan Academy</li> </ul>

Course	Instructional Materials
Precalculus	<ul style="list-style-type: none"> <li>Precalculus, CPM Educational Program, 3<sup>rd</sup> Edition</li> <li>Khan Academy</li> </ul>
Calculus	<ul style="list-style-type: none"> <li>Calculus, CPM Educational Program, 2<sup>nd</sup> Edition</li> <li>Khan Academy</li> </ul>
Math Workshop	<ul style="list-style-type: none"> <li>Accompanying CPM textbook for the level-specific course in which the student is enrolled (see above)</li> <li>Khan Academy</li> </ul>
Physics	<ul style="list-style-type: none"> <li>CK-12 People's Physics Book – Basic</li> </ul>
Physics Honors	<ul style="list-style-type: none"> <li>CK-12 Physics – Intermediate</li> <li>CK-12 Open Problems – Adventures in Physics</li> </ul>
Biology	<ul style="list-style-type: none"> <li>CK-12 Biology Concepts</li> </ul>
Biology Honors	<ul style="list-style-type: none"> <li>CK-12 Biology – Advanced</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>CK-12 Chemistry – Basic</li> </ul>
Chemistry Honors	<ul style="list-style-type: none"> <li>CK-12 Chemistry – Intermediate</li> </ul>
World History	<ul style="list-style-type: none"> <li><i>McDougall Litell – Modern World History: Patterns of Interaction</i></li> <li>Facing History and Ourselves</li> </ul>
World History Honors	Materials included in World History, along with: <ul style="list-style-type: none"> <li><i>The Complete Maus</i> by Art Spiegelman</li> </ul>
US History	<ul style="list-style-type: none"> <li><i>The Americans</i>, McDougal Littell 2006</li> <li>Facing History and Ourselves</li> </ul>
US History Honors	Materials included in US History, along with: <ul style="list-style-type: none"> <li>Excerpts from <i>An Indigenous Peoples' History of the United States</i> by Roxanne Dunbar-Ortiz</li> <li>Excerpts from <i>A People's History of the United States</i> by Howard Zinn</li> </ul>
US Government	<ul style="list-style-type: none"> <li><i>Magruder's American Government</i>, Prentice Hall 2006</li> <li>Facing History and Ourselves</li> </ul>
US Government Honors	Materials included in US Government, along with: <ul style="list-style-type: none"> <li><i>1984</i> by George Orwell</li> <li>Excerpts from <i>The Nine: Inside the Secret World of the Supreme Court</i> by Jeffrey Toobin</li> <li>Excerpts from Supreme Court cases</li> </ul>
US Economics	<ul style="list-style-type: none"> <li>Economics- Pearson, 2016.</li> <li><i>The Economics Book: Big Ideas Simply Explained</i>. DK, 2018</li> </ul>
Spanish 1 and Spanish 1 Honors	<ul style="list-style-type: none"> <li>Duolingo</li> <li>Rosetta Stone for Spanish Level 1</li> <li>Realidades Leveled Vocabulary and Grammar Workbook Level 1 – Prentice Hall, 2011</li> </ul>
Spanish 2 and Spanish 2 Honors	<ul style="list-style-type: none"> <li>Duolingo</li> <li>Rosetta Stone for Spanish Level 2</li> <li>Realidades Leveled Vocabulary and Grammar Workbook Level 2 – Prentice Hall, 2012</li> </ul>
Spanish 3	<ul style="list-style-type: none"> <li>Duolingo</li> <li>Rosetta Stone for Spanish Level 3</li> <li>Realidades Leveled Vocabulary and Grammar Workbook Level 3 – Prentice Hall, 2012</li> </ul>
Spanish 3 Honors	Materials included in Spanish 3, along with: <ul style="list-style-type: none"> <li><i>Encuentros Maravillosos</i>, 2<sup>nd</sup> Edition by Abby Kanter. Prentice Hall.</li> </ul>
Theater	<ul style="list-style-type: none"> <li><i>Theatre as Human Action</i> by Thomas S. Hischak. 2<sup>nd</sup> Ed. Rowan and Littlefield, 2016.</li> <li><i>Contemporary Monologues for Young Actors: 54 High-Quality Monologues for Kids and Teens</i> by Douglas M. Parker. Beat by Beat, 2014.</li> </ul>

Course	Instructional Materials
Art and Design 1, 2	<ul style="list-style-type: none"> <li>Excerpts from <i>The Design Process</i>, 3<sup>rd</sup> Edition by Karl Aspelund, 2015</li> <li>Excerpts from <i>Discovering Drawing</i>, 3<sup>rd</sup> Edition by Sallye Mahan-Cox</li> <li>Excerpts from <i>Exploring Visual Design: The Elements and Principles</i> by Joseph A. Gatto, 2010</li> </ul>
Advisory	<ul style="list-style-type: none"> <li>Facing History and Ourselves</li> <li><i>The 7 Habits of Highly Effective Teens</i> by Sean Covey</li> </ul>
World of Work	<ul style="list-style-type: none"> <li>World of Work WoWBook and Facilitator Guide, created by TAY Collaborative, Columbia School of Social Work, and LA Workforce</li> </ul>
Financial Literacy	<ul style="list-style-type: none"> <li>Resources from Operation Hope</li> <li>MoneySmart for Young People, Grades 9-12. Federal Deposit Insurance Corporation.</li> </ul>
College Test Prep	<ul style="list-style-type: none"> <li>The Official SAT Study Guide, 2018 Edition</li> <li>The Official ACT Prep Guide, 2018 Edition</li> <li>Khan Academy</li> </ul>
Humanities	<ul style="list-style-type: none"> <li>NewsELA</li> <li>Facing History and Ourselves</li> <li>Current events from print and online news sources</li> </ul>

## GRADUATION REQUIREMENTS AND COMPREHENSIVE COURSE LIST BY HIGH SCHOOL DIPLOMA PATH

As stated above, at RISE High, we seek to offer a spectrum of graduation options for our vulnerable students, all under one roof. Thus, graduation requirements will vary from student to student depending on their chosen path. The following details the requirements for each diploma option and the courses that meet the requirements:

Subject	A-G Requirements	RISE High	State Minimum
<i>Social Science</i>	3 years (including World History, US History, or Government/Economics)	3 years (including World History, US History, and Government/Economics)	3 years (including World History, US History, and Government/Economics)
<i>English</i>	4 years	4 years	3 years
<i>Mathematics</i>	3 years (including geometry)	2 years (including Algebra 1)	2 years (including Algebra 1)
<i>Science</i>	2 years (including Biology, Chemistry and/or Physics)	2 years (including biological and physical science)	2 years (including biological and physical science)
<i>World Language</i>	2 years (same language)	2 years (may be 1 year for each course or 2 years in one course)	1 year in either course
<i>Visual and Performing Arts</i>	1 year (dance, music, theater, or visual arts)		
<i>College-Preparatory Elective</i>	1 year (any additional college-preparatory course from the courses listed above)	None	None
<i>Electives</i>	Additional 20 credits	1 year in a Career Development course	None
<b>Total Credits</b>	180	140	110

To be eligible for the State Minimum Diploma Path, which is an exemption of RISE High's graduation requirements, a student must meet the following eligibility requirements pursuant to EC § 51225.1:

- (1) The student is one of the following:
  - (a) In foster care, as defined in EC § 51225.2(a)(1)
  - (b) Is a homeless youth, as defined in 42 USC § 11434a(2)
  - (c) A former juvenile court school student, as defined in EC § 51225.2(a)(3)
  - (d) A child of a military family, as defined in EC § 49701
- (2) The student transfers between schools any time after his/her second year of high school
- (3) The student is not reasonably able to complete RISE High's graduation requirements by the end of the student's fourth year of high school

Within thirty (30) days of transfer, RISE High shall notify the student and parent of the availability of the exemption and whether the student is qualified for the exemption. The notification will include how the exemption will affect the student's ability to gain admission to a post-secondary educational institution and will provide information about transfer opportunities available through the California Community Colleges. A qualified student may decline the exemption initially, and then choose to accept the exemption at a later date. Once exempted from RISE High's graduation requirements, the exemption cannot be revoked even if the student transfers to another school. If the student meets the requirements under the State Minimum Diploma Path before the end of his/her fourth year of high school, he/she may remain in attendance at RISE High to complete additional coursework. No student shall be denied enrollment in, or the ability to complete, courses for which he/she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for the State Minimum Diploma Path.

RISE High also assists students 18 years of age or older (17 years of age in some instance) who need academic support to pass one of the three California-approved high school equivalency tests: General Educational Development (GED), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC).<sup>61</sup>

#### **A. CREDIT RECOVERY OPPORTUNITIES**

RISE High is, in essence, a credit recovery school, thus every course at the Charter School represents a credit recovery opportunity.

#### **B. HOW THE SCHOOL WILL ENSURE THAT TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS**

Upon enrollment, Counselors, Advisors, and students' STAC Team work with individual students to create their PLPs, including a plan for graduation. This plan is monitored and formally updated at least quarterly during the school year. The College Counselor helps ensure that each student is enrolled in appropriate courses, and that each student has the support he/she needs to successfully complete graduation requirements.

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<sup>61</sup> Specific eligibility requirements to take a high school equivalency test – <https://www.cde.ca.gov/ta/tg/gd/>

This process is essential in ensuring that students graduate eligible for financial aid for college. RISE will help all students eligible for graduation to complete college applications and the FAFSA process.

### **C. WASC ACCREDITATION**

RISE High is currently a fully accredited school by WASC.

### **D. INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS**

All A-G courses at RISE High are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. RISE High will obtain approval on UC Doorways. Parents will be notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the RISE High Student Handbook, which is available in both English and Spanish, and through college workshops facilitated by the College Counselors (see above). Every transfer student participates in an intake meeting and orientation which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

### **ACADEMIC CALENDAR AND SCHEDULES**

RISE High will comply with all attendance and course completion, grade promotion, and graduation requirements for independent study schools, and will exceed the minimum instructional minutes required to ensure students are fully supported and making progress towards academic and personal goals.

RISE High is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by EC § 47612.5 and 5 CCR § 11960. Thus, the Charter School for each fiscal year will offer, at minimum, 64,800 minutes of instruction supervised by certificated teachers.

#### **Instructional Minutes in a Nonclassroom-Based Charter School**

5 CCR § 11960 defines "attendance," for use in calculating charter school ADA, as occurring when "charter school pupils are engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools" – with the provision that "no charter school pupil may generate more than one day of attendance in a calendar day." To those provisions, then, EC § 51747.5(b), in effect, adds the requirement that the amount of work done by the student on a day of nonclassroom-based independent study attendance must have a time value, judged as required, of at least one day.

The minimum *amount* of work necessary to constitute a charter school day of nonclassroom-based independent study attendance is within the Charter School's and teacher's discretion to determine – but whatever that minimum amount of work is, it *must* be done *on* the scheduled school day for which it is claimed as attendance for ADA purposes. Any amount of work done beyond the minimum on that day

generates no further ADA credit. The central elements of the audit trail for charter school nonclassroom-based independent study ADA, then, are (1) the calendar showing which days are school days and (2) contemporaneous records for each student identifying clearly each school day in that calendar on which the student “engaged in [required] educational activities” to an extent sufficient to constitute at least one day of time value. Charter schools’ annual calendar must meet or exceed 175 days in any fiscal year in order to generate full apportionment credit, unless the charter school has a State Board of Education approved waiver. In addition, EC § 47612.5 requires charters to “offer at a minimum, the same number of minutes of instruction set forth in EC § 46201 for the appropriate grade levels.”

### A. ACADEMIC CALENDAR

Da Vinci RISE High School Calendar 2022-2023

	Week 1					Week 2					Week 3					Week 4				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1st Month Jul - Aug	25	26	27	28	29	Aug 1	2	3	4	5	8	9	10	11	12	15	16	17	18	19
2nd Month Aug - Sept	22	23	24	25	26	29	30	31	Sep 1	2	5	6	7	8	9	12	13	14	15	16
3rd Month Sept - Oct	19	20	21	22	23	26	27	28	29	30	Oct 3	4	5	6	7	10	11	12	13	14
4th Month Oct - Nov	17	18	19	20	21	24	25	26	27	28	31	Nov 1	2	3	4	7	8	9	10	11
5th Month Nov - Dec	14	15	16	17	18	21	22	23	24	25	28	29	30	Dec 1	2	5	6	7	8	9
6th Month Dec - Jan	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Jan 2	3	4	5	6
7th Month Jan-Feb	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31	Feb 1	2	3
8th Month Feb - Mar	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	Mar 1	2	3
9th Month March	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
10th Month April	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28
11th Month May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26
12th Month May - Jun	29	30	31	Jun 1	2	5	6	7	8*	9	12	13	14	15	16	19	20	21	22	23

Important Dates
<b>PD Days</b> 7/26 - 8/5; 9/16; 10/13 - 10/14; 11/18; 12/16; 1/3-1/6; 2/3; 3/10; 5/5; 6/8* - 6/9
<b>Q1</b> 8/9 - First Day of School & Q1 9/5 - Labor Day (Holiday) 10/7 - Last day of Q1 (43 days)
<b>Q2</b> 10/10 - First day of Q2 10/10 - 10/12 - SLCs 11/11 - Veterans Day (Holiday) 11/21 - 11/25 - Thanksgiving Break 12/12 - 12/14 - POLs 12/15 - Last Day of Q2 & Winter Graduation (40 days) 12/19/22 - 1/2/23 - Winter Break
<b>Q3</b> 1/9 - First Day of Q3 1/16 - MLK Jr. Day (Holiday) 2/20 - Presidents Day (Holiday) 3/17 - Last Day of Q3 (46 days)
<b>Q4</b> 3/20 First day of Q4 3/20 - 3/23 - SLCs 3/31 - Cesar Chavez Day (Holiday) 4/4 - 4/7 - Intersession or Overnighters 4/10 - 4/14 - Spring Break 5/29 - Memorial Day (Holiday) 5/30 - 6/7 - POLs 6/7 - Last day of School, Last day of Q4 (46 days) 6/8 - Graduation 6/12 - 6/23 - Summer School 6/19 - Juneteenth (Holiday)

\* Holidays & Breaks - No school for students  
\* PD Days - No school for students  
\* SLCs \* POLs

\* Graduation  
\* Intersession or Overnighters  
\* Summer School

Total Required Instructional Days: 175  
Total PD Days: 23  
Total work days for teachers: 198

### B. RISE MODELS

In order for the RISE model to effectively meet our students, community and nonprofit partners when and where they are, we have developed two versions of the RISE model. Having two models allows RISE to elicit equity and ensure a high-level of functionality given the unique needs of the students, nonprofit collocation partners and the demands of the everchanging world.

With students best interest at the center, RISE works with our collocation partners to assess which RISE model best fits the needs of the particular community.

Hybrid Independent Studies Model	Resource Center
<p>Within the Hybrid I.S. model, the RISE instructional program and personnel are infused into the existing programming at the non-profit organization. Students rotate through classes and programming in cohorts and are offered internships, counseling and other individualized opportunities throughout the school day. Within this model, campuses are E-designated to allow for the location to be deemed a “school” permit whole group synchronous in-person instruction.</p> <p>Students within the Hybrid Independent Studies model attend school at least 2 days a week for synchronous 1:1, whole group or small group instruction and programming. Students are placed within a 2-day cohort with the ability to add days as necessary. During this time, instructors deploy projects that can be worked on during the days when students are offsite. Collocation partners also work within the students individualized schedule to offer internships and job opportunities on and off campus.</p>	<p>The resource Center model is a strong fit for communities requiring one-on-one and small group support. The instructional model leverages the same curricular framework as the IS model, however, all student learning is facilitated in a 1:1 and small group format. As a result of the small group and 1:1 format, students engaging in the resource center model have personalized schedules that include both, RISE academic courses, as well as programming and resources provided by the non-profit partner. Students are asked to attend school at least twice a week for in-person services, however, there is an option to attend more frequently based on the needs, goals and learning style of the student. The service requirements of the resource center are abided by strategically constructed schedules that maintain small group and 1:1 assistance in the school-provided academic programming that is balanced out by internships, services and programming offered by the nonprofit collocation partner.</p>

**C. SAMPLE DAILY SCHEDULES**

As we have emphasized, at RISE High, students will have widely varying schedules, personalized to meet their individual needs. While students are welcome to come to a RISE High Learning Site every day and receive in-person assistance and support, we understand that many of them have demands on their time outside of school, including jobs, caring for their own children or siblings, helping their families and more. An Independent Study model enables greater flexibility for students to make academic progress in a rigorous program while not being penalized for life circumstances and disruptions that may, at times, prevent in-person attendance.

The RISE High Learning Sites will be open from 8:30am to 4:00pm Monday through Friday, with additional after-school programming scheduled at some sites in coordination with co-location partners (such as A Place Called Home). Students will be welcome to come on-site to complete work even when they are not scheduled for Content Focus Groups, tutoring, or in-person check-ins. Programming will be flexible and responsive to needs of students, with teachers creating daily rotations that allow for 1:1 and small-group support with students who are in attendance on that particular day. The underlying

assumption is that all students will connect with their teachers daily online and come to the Learning Site at least two days per week for in-person support.

Teacher's schedules will be coordinated so as to ensure time for leading scheduled Content Focus Groups, labs and their designated Advisory sessions as well as ample time for one-on-one online check-ins with their students daily via Google Classroom. Some courses will offer multiple on-site Content Focus Groups throughout the week to accommodate different cohorts of students (*e.g.*, those who need just once weekly sessions versus those who need more frequent on-site learning). Teachers will also be assigned flex support time during which they can pull students 1:1 for further enrichment. All teachers have scheduled planning blocks twice each week, during which they review assessments, give meaningful feedback to students, and plan for personalized instruction the following week.

Students are encouraged to move at their own pace, and competency-based credit ensures they are awarded credit completion once they have demonstrated mastery, regardless of the time frame. We estimate that most students will complete a full 10-credit course over two quarters, while some will move more quickly if it is a recovery course, and others will take more time if it is a content in which they struggle. Students can also choose to take fewer classes at a time to focus in more intensively, or may opt to take more classes at a time with a longer time frame for course completion. The flexible scheduling and teacher rotation allows for students to work with their STAC Teams and make the scheduling decisions that best suit their needs, interests, and goals.

### **Advisory**

Advisory is the time each day during which staff and students focus most on community-building and socioemotional growth. Because of this, all students will be required to attend Advisory at least twice per week. Advisory time is often spent in community circles that allow students to share what's going on in their lives, discuss and debate issues impacting them and their communities, and build trust with staff and each other. It also teaches them soft skills that push them to become more effective communicators, fosters active listening and empathy as they hear from their peers, validates the importance of their voice in our space, and builds strategies for managing their emotions in healthy ways. Given our students' backgrounds and the traumas and inconsistencies they have experienced, this time, and the skills that evolve as a result, are critical to students' holistic development. Advocate Counselors join Advisories to support the Advisors in difficult conversations and to identify students who may need follow-up via more intensive counseling services or case management.

### **Seminars**

As stated previously, Seminars provide additional opportunities for students to explore new interests and potential career pathways, as well as to provide supplemental academic support and skill development. Core Seminars may be taken for A-G elective credits, and Non-Core Seminars may be taken by students who are interested in particular topics and want to learn more about them for their own development. Seminars typically last two quarters and require in-person attendance at least once per week, as most are interactive and include performance-based skills (*i.e.*, interview prep for World of Work; direct instruction and read-alouds for Reading Workshop; improv for Theater, etc.). Additional attendance days may be required for Core Seminars. Supplemental work will be made available via Google Classroom, and students are expected to complete this work during Arenas and/or independent work time off-campus under the supervision of a parent or caregiver. Students are not required to take Seminars unless they are needed to fulfill elective credit for graduation. Students who opt out of Seminars will continue to participate in afternoon Arenas where they will meet with teachers and make progress on their independent work with the support of Academic Coaches.

## D. SAMPLE STUDENT PROFILES

### Student A Profile

This 19-year-old student is coming to RISE High straight out of juvenile camp and has been referred by his probation officer, who is supportive of the student. While the student's grandmother has agreed to let him live with her, she is unable to attend STAC Team meetings, so his probation officer has agreed to be a part of the STAC Team in her place. The student is on house arrest as he finishes his probation and, therefore, has limitations on the amount of time he can be out of his home – only allowed to leave for school and court dates. He has low credits and average academic skills. He states that he wants his high school diploma as quickly as possible so that, when his probation ends, he can move forward and go to work. His STAC Team has agreed that he needs preparation to take a high school equivalency test (HSET) to meet his needs, goals, and timelines. He is assigned to RISE at New Earth, a diversion program and resource center, so that he can fulfill the expectations for his probation, receive 1:1 and small group instruction during focused periods of time to ensure he is back at home when needed, participate in counseling, internship and receive mentorship. The RISE at New Earth resource center model provides the flexibility and 1:1 instruction needed for an overage and under credited student to recover credits flexibly. As a YouthBuild center, RISE at New Earth can also support him until he is 24 to provide a more feasible runway for high school completion.

### Graduation Pathway & Services

- High school equivalency test track; needs academic preparation and tutoring
  - Currently enrolled in English 10, US Government, and World of Work
  - Attends Content Focus Groups twice per week, along with HSET Tutoring
- Court-mandated participation in Anger Management Group, led by RISE High counselors in collaboration with colocation partner, A Place Called Home
- Assignment to a Case Manager from RISE High to ensure ongoing engagement with grandmother and probation officer, and to monitor attendance at school and Anger Management Group
- Work Readiness courses and in-house paid internship to allow him to gain work experience at school while he finishes his probation

STUDENT B	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00		Breakfast	Breakfast		
9:00 – 9:20	Participates in-house internship through colocation partner, New Earth	Morning Kickoff	Morning Kickoff	Participates in-house internship through colocation partner, New Earth	Participates in-house internship through colocation partner, New Earth
9:20 – 10:20		1:1 and Small Group STEM Instruction	1:1 and Small Group Humanities Instruction		
10:20 – 11:20					
11:20 – 12:00					
12:00 – 12:40	Lunch	Lunch	Lunch		
12:40 – 1:00	Works independently at home via Google Classroom, under supervision of grandmother	Afternoon Kickoff	Afternoon Kickoff	Afternoon Kickoff	Works independently at home via Google Classroom, under supervision of grandmother
1:00 – 2:00		Down to Earth (New Earth Programming)	Anger Management Group	CHSPE Tutoring with Academic Coach	
2:00 – 3:00			Participates in-house internship through colocation partner, New Earth		
3:00 – 4:00		1:1 Project work time with Academic Coach		World of Work Core Seminar (for credit)	

**Student B Profile**

This 17-year-old student and her family have been experiencing housing instability for the past six months. She has completed 10<sup>th</sup> grade credits that meet grade-level A-G requirements, thus far, and has a goal to go to a 4-year college. She needs flexibility to maintain a job in order to help support her mom and younger siblings, and has struggled to get to school in the past because of her family’s transiency.

Her mother is very supportive and serves as the adult on her STAC Team, and together, they collaborate to build the following schedule.

This student is well served by the Hybrid Independent studies model so that she can attend school from 9-4p with integrated courses and programming from both RISE and A Place Called Home.

Graduation Pathway & Services

- A-G track:
  - Enrolled in English 3, US History, and World of Work – on track to complete at a pace of 5 credits per quarter; attends Content Focus Groups twice per week.
  - Enrolled in IM 3 and Chemistry, but will take courses at a slower pace because she struggles with these courses. On pace to earn 2.5 credits per quarter in IM 3 and Chemistry, so will take these Content Focus Groups once per week with additional support from teachers as needed.
- Flexible schedule for work
- Bi-monthly meetings with College Counselor to research college and career options and to prepare for required admissions testing (SAT/ACT)
- Assignment to a Case Manager from RISE High to ensure she is connected to necessary resources for housing, meals, showers, etc.
- Transportation Services via HopSkipDrive

STUDENT A	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:00	Office Hours with IM3 Teacher	Breakfast	Student attends job from 8:00 – 12:00	Student attends job from 8:00 – 12:00	Office Hours with Chemistry Teacher
9:00 – 9:20	Morning Kickoff	Morning Kickoff			Morning Kickoff
9:20 – 10:20	IM3 Content Focus Group	Chemistry Content Focus Group			Independent work time with Academic Coach for support: completes work for IM 3 and Chemistry
10:20 – 11:20	English 3 Content Focus Group	Chemistry Lab pull-out			English 3 Content Focus Group
11:20 – 12:00	Advisory	Advisory			
12:00 – 12:40	Lunch	Lunch			
12:40 – 1:00		Afternoon Kickoff			Afternoon Kickoff
1:00 – 2:00	Student attends job from 1:30 – 6:30 and completes homework in the evening under supervision of her mother	US History Content Focus Group	Independent work time with Academic Coach: completes work for English 3 and US History	US History Content Focus Group	Student attends job from 12:00 – 6:30 and completes homework in the evening under supervision of her mother
2:00 – 3:00		Independent work time with Academic Coach to support: completes work for Chemistry		Meet with Case Manager	
3:00 – 4:00		World of Work Core Seminar (for credit)	IM3	World of Work Core Seminar (for credit)	

**PROFESSIONAL DEVELOPMENT**

**A. TEACHER RECRUITMENT**

RISE High will recruit, hire, and retain a diverse group of individuals for a variety of positions to ensure the creation of a robust team that is able to holistically support our students. We will first look to hire teachers and leaders who have demonstrated results in the classroom and who have a record of building strong relationships with students and leading them towards academic gains and personal growth. We will then recruit individuals from a variety of backgrounds to serve in positions such as tutors, academic coaches, paraeducators, office staff, a Student Support Services Team, seminar and workshop facilitators, and more. Finally, we will work to build a network of service providers, volunteers, mentors, community organizations, and industry partners to support our students via tutoring, mentoring, jobs and internships, extracurriculars, field trips and more.

Mission- and vision-aligned mindsets and traits across all roles and partnerships will be imperative to the creation and maintenance of a cohesive school culture and a strong, supportive community for staff and students. Given the diverse identities, experiences, and backgrounds of our students, we will prioritize the recruitment and hiring of an equally diverse staff to optimize relationships and to provide students with consistent access to a number of adults with whom they can identify and trust.

**Methods of Recruitment**

The recruitment process will be widespread and will employ both traditional and nontraditional methods. While we will post online, attend job fairs, use LinkedIn, EdJoin, CCSA, and take advantage of staff’s college and professional networks, we will also:

- Advertise and recruit via social media

- Request recommendation from current staff and provide incentives for connecting us to strong hires
- Build partnerships with local colleges, universities (with an emphasis on Historically Black Colleges and Universities), and teacher training programs; serve as a practicum site for student teachers, counselors, social workers
- Build partnerships with mission-aligned student unions, clubs, and organizations on local campuses
- Tap into our network of nonprofit organizations and service providers for collaborative advertising of open positions

### **Hiring Symposiums**

Teachers and staff are hired through a collaborative process called Hiring Symposiums. Hiring Symposiums bring together several candidates for a desired position for a day-long event where they have the opportunity to meet students, families, partners, current staff, and other RISE High stakeholders. Through the course of the day, candidates participate in the following activities:

- Teach a 20- to 30-minute lesson to a class of current RISE High students
- An interview with a panel of parents and other family members from the school community
- A short written assessment in which they demonstrate knowledge in pedagogy and content knowledge, as well as alignment to RISE High's mission and vision
- A group activity with other applicants where they demonstrate collaboration and communication skills
- A school tour led by current RISE High students
- An individual interview with RISE High leadership

Engaging in Hiring Symposiums in place of traditional interview processes ensure that student voice is at the forefront of our decisions, which is imperative since they are the ones who will primarily be engaging and working with the hired staff. It also serves to build a deeper sense of trust among school staff and the larger community, and increases investment in and support of the school in general by demonstrating to stakeholders that we value their input. Finally, conducting Hiring Symposiums allows candidates to see what daily life at RISE High is really like so as to make the most informed decision possible about whether they believe it will be a good fit.

## **B. PROFESSIONAL DEVELOPMENT**

Teachers will have various opportunities for professional growth in order to conjure continuous development of strong and passionate classroom leaders. As teachers develop as leaders in the school community, they will be able to utilize their extensive experience to bring onboard and train new staff and participate in the continued growth of their colleagues. Because we know that teacher development opportunities lead to increased retention, we believe that professional development is critical to the maintenance of a consistent staff and the ongoing learning and growth of both teachers and students. Teacher retention efforts will be multifaceted and include:

- **Teacher Appreciation.** We celebrate teachers' hard work and achievements and continuously demonstrate appreciation for their leadership, expertise, and commitment to students.
- **Teacher Sustainability.** We believe students learn best when they have consistent access to high-quality teachers. Because of this, we prioritize teacher sustainability and encourage our teachers to remain in the education profession. Our teachers spend less time in front of the classroom and more time planning, collaborating, and working with students in small-group and one-on-one settings. We seek feedback from teachers and staff as often as possible to ensure they feel cared for and supported.
- **Teacher Development.** Our students are coming to us facing a variety of challenging circumstances. To ensure we are meeting their needs to the best of our abilities, it is essential that we hire teachers who are well-trained and able to serve our students in differentiated ways. We provide in-depth and ongoing teacher training and development to ensure students' needs are being met and that they are achieving at high levels. We hold weekly professional development meetings and a minimum of 18 professional development days each year. We also hold one staff retreat per year. These various means of professional development and support are used to encourage teachers and staff to continue their pursuit of education and to demonstrate our commitment to them as they grow and develop.
- **Teacher Collaboration.** We understand how important positive teacher culture and collaboration are to the constant growth and innovation of educators, and we prioritize time each week for teachers to share their best practices and plan together through content-alike meetings. We likewise encourage peer observations and foster an open-door culture in hopes of building a community where no one exists in a silo, but rather where staff members engage in constant learning with and from each other.
- **Teacher Leadership.** We know that too many excellent teachers leave the classroom because of limited pathways into educational leadership. We will work with teachers to develop leadership pathways and development opportunities that fit their passions and skillsets, and that encourage them to continue to serve at RISE High.
- **Teacher Autonomy & Creativity.** We trust our teachers and their expertise, and we actively cultivate a culture of teacher respect and autonomy, believing that our teachers know and want what's best for students. Further, we encourage creativity and risk-taking, believing that when teachers are allowed to think outside the box, students will follow suit, resulting in classrooms that are engaging and encourage critical thinking.

We also plan to create RISE High Residencies and Internships specifically for RISE High alumni who are interested in pursuing teaching or counseling careers at their alma mater. Through these programs, alumni will be encouraged to complete the practicum experiences at RISE High and apply for open positions with RISE High after their graduation. Upon employment, they will be connected to veteran staffers who will support them during their first two years as staff at the school.

To ensure teachers are prepared to best support our students, we will rely on the development and maintenance of a robust Professional Learning Community. New teachers and staff will receive foundational training in key RISE High practices, and professional development will be consistent and ongoing, focused on several specific schoolwide priorities each year. Consistent with the Da Vinci model, all teachers attend a minimum 18 full-days of professional development and common planning time sessions throughout the year. As the school grows in enrollment, teachers will meet for 1.5 hours each

week to plan, review student achievement data, and collaborate. Teachers will observe other teachers' practices, and meet regularly with the school leadership team to receive coaching and guidance as they develop their own teaching practices. Teachers will take ownership over their own learning and growth through choosing focused professional attainments and pursuing them over the course of the year with support from their colleagues and from the school Principal/Executive Director and Assistant Principal.

Given that we want to see holistic student outcomes and continual learning and growth among students and staff, it is necessary that we have the following structures in place:

- Multiple means of collecting both quantitative and qualitative data
- Clear procedures for creating consistent effective feedback loops
- Systems and accountability in implementing feedback
- Growth-mindset orientation for self and others
- Comprehensive teacher training, coaching, and support
- Ongoing, honest dialogue around our progress towards vision and goals

### RISE High Proposed Professional Development Plan 2018-2019

Type	Topics
Mandated Trainings (August, prior to start of new school year)	<ul style="list-style-type: none"> <li>• Mandated reporting of child abuse and neglect</li> <li>• Blood borne pathogens</li> <li>• Sexual harassment</li> <li>• Bullying (prevention, intervention, follow-up)</li> <li>• RISE High policies and procedures (<i>i.e.</i>, health and safety, emergency procedures, attendance reporting, suspension/expulsion, etc.)</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• CCSS/NGSS aligned curriculum planning, backwards design</li> <li>• Project-based Learning (Buck Institute; Da Vinci Schools; High-Tech High)</li> <li>• Cross-content projects and instruction</li> <li>• Mastery-Based Grading</li> <li>• Real-world learning</li> <li>• Google Classroom</li> <li>• Effective instruction strategies and differentiation for ELs, SpEd and GATE students</li> <li>• Hybrid/blended learning</li> <li>• Independent Study compliance and navigation</li> <li>• Personalization, differentiation, and self-pacing strategies</li> <li>• Culturally-Responsive teaching practices</li> <li>• Student-led Conferences</li> <li>• Capstones &amp; Exhibition</li> </ul>
Classroom Management & Student Behavior Support	<ul style="list-style-type: none"> <li>• Restorative Justice</li> <li>• Class Dojo (points, rewards, auctions)</li> <li>• Logging behavior incidents</li> </ul>
Student Holistic Support	<ul style="list-style-type: none"> <li>• Trauma-responsive practices</li> <li>• Maslow's Hierarchy of Needs</li> <li>• Advisory</li> <li>• Understanding Support Services offered through partners</li> <li>• Socioemotional growth (RISE High's 4Cs)</li> </ul>

Type	Topics
	<ul style="list-style-type: none"> <li>• Supporting LGBTQ students</li> <li>• Facilitation of RISE High’s 4Cs</li> <li>• Case management process and portal</li> <li>• Engaging student stakeholder networks (<i>i.e.</i>, families, case managers, social workers, probation officers, etc.)</li> <li>• Commercially Sexually Exploitation of Children (CSEC) Training for staff (recognizing signs and accessing resources)</li> <li>• STAC Team meetings</li> </ul>
Data Analysis	<ul style="list-style-type: none"> <li>• MyOn (data and growth on lexile levels)</li> <li>• Mid-quarter and quarter grades</li> <li>• Progress reports, report cards, and comments for parents/families</li> <li>• Grade calibration</li> <li>• Stakeholder survey results</li> <li>• NWEA scores</li> <li>• SBAC scores</li> <li>• ELPAC scores</li> <li>• Behavior data (referrals, analysis of student misbehaviors)</li> <li>• Special Education students (understanding and implementing accommodations)</li> <li>• EL students (understanding EL levels, reclassification criteria and appropriate supports)</li> <li>• SWOT Analysis by staff every other quarter</li> <li>• Google Classroom diagnostics and culture surveys</li> </ul>

**Professional Learning Community (PLC) Scope & Sequence**

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

**Professional Development Framework**

1. *Plan and Organize*: Determine skills, knowledge, mindsets, and resources necessary for staff to master professional competencies, meet students’ needs, and lead them towards academic gains and personal growth.
2. *Set Goals*: Set concrete, measurable goals around the vision and outcomes that the development should have on staff and students.
3. *Build Shared Knowledge*: Facilitate whole-staff understanding and development around the skills, knowledge, and/or mindsets that staff should master.

*4. Implement & Apply Knowledge:* Work with staff to outline concrete steps for implementation in their own classrooms and according to their own skill levels.

*5. Collect and Analyze Data:* Work with staff to collect a variety of data points that would provide information around progress towards outlined goals. Collaboratively analyze data and identify trends and gaps.

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

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

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

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

- Student mastery of content and competencies; student growth
- Traditional student achievement measures, including state testing (*e.g.*, CAASPP, NGSS-aligned science test), MAP tests, and ACT and SAT
- Teacher and School Leader mastery of competencies
- Student attendance and retention
- Teacher retention and reasons for leave
- Effectiveness of coaching and support provided to teachers
- Teacher and staff self-evaluations and reflections of growth and learning
- Strength of school culture
- Student performance and growth of internships and work experience
- College acceptance and graduation rates
- Number of students leaving us with AA or BA degrees, and length of time needed to complete each pathway
- Participation in and impact of student services and extracurricular activities
- Student Leadership Development

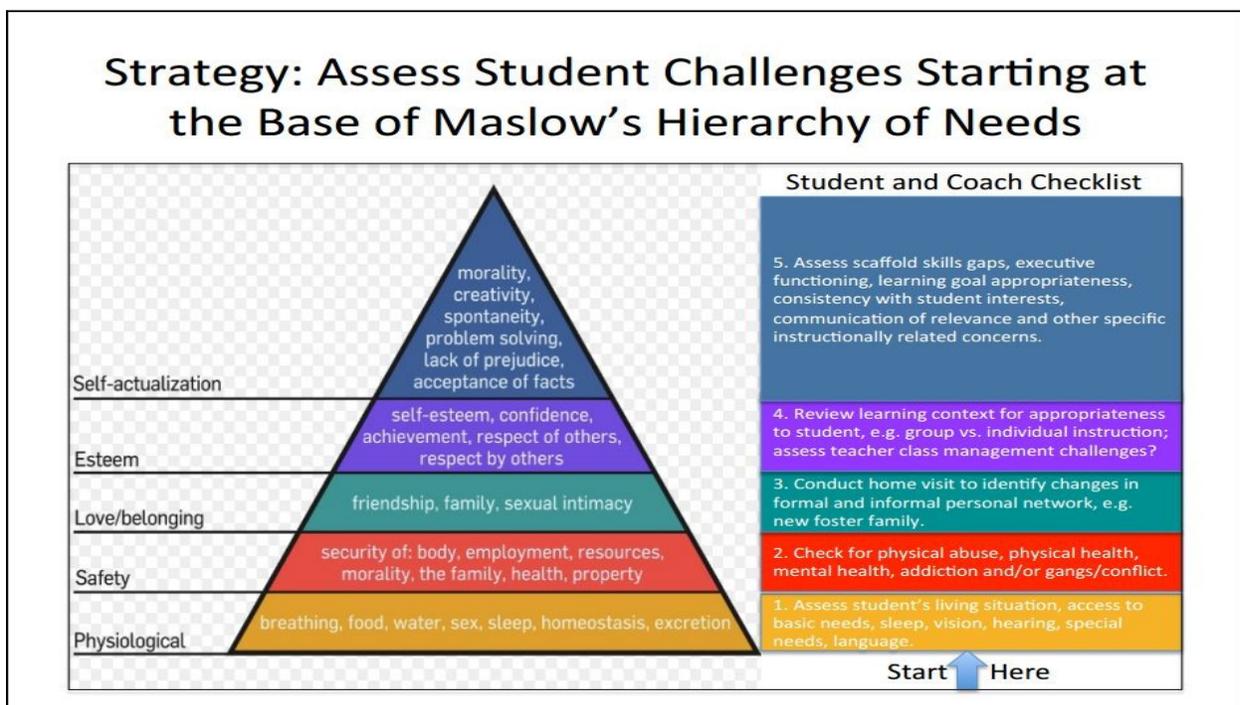
- Industry-alignment and relevance of projects and curriculum
- Family and community communication and engagement
- Systems and logistics effectiveness and efficiency

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

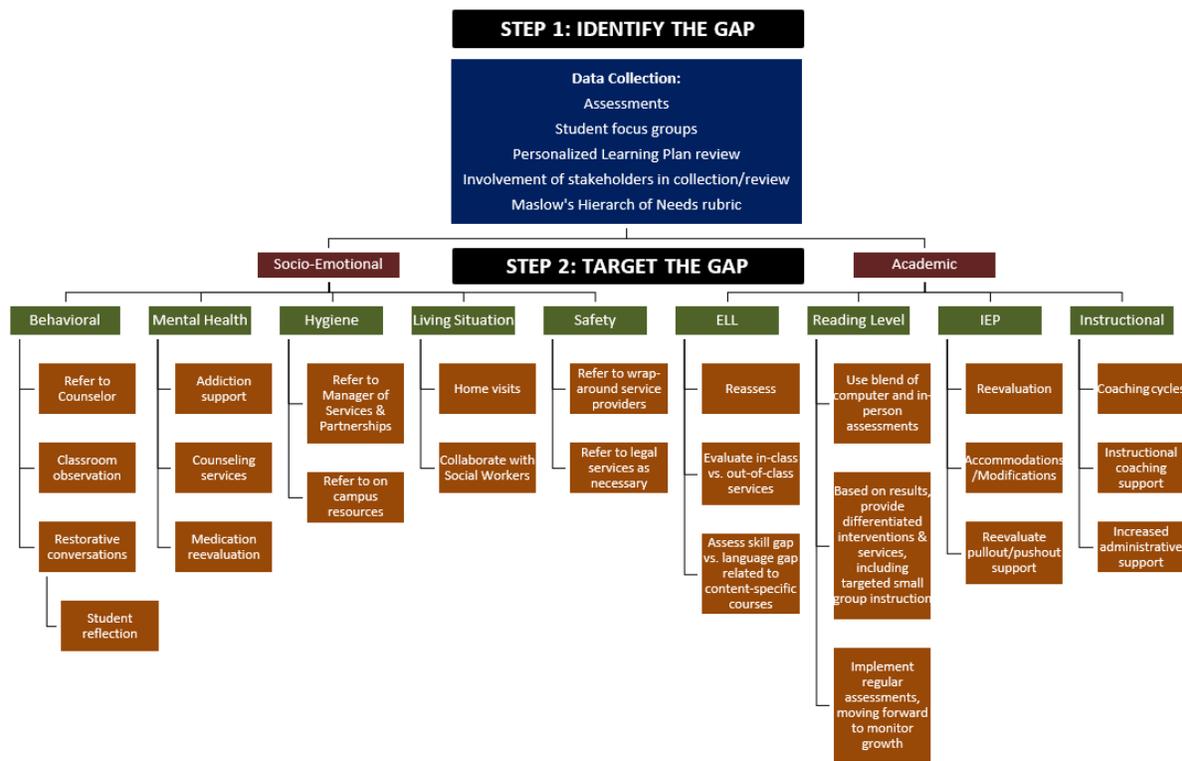
**MEETING THE NEEDS OF ALL STUDENTS**

RISE High is explicitly designed to recruit and support students who are academically low achieving, credit deficient and/or struggling in traditional site-based schools. RISE High also seeks to serve students who are experiencing homelessness, foster care, or probation, or who have been out-of-school for an extended period of time due to challenging personal circumstances. To best serve these students, RISE High will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards students who have traditionally been left out of the larger educational narrative. All staff members are trained to identify and comprehensively support students who are struggling to stay at grade level and on pace towards graduation.

In recognition of the fact that our “high-need” students may have academic challenges that are impacted by a variety of factors outside of school, teachers and staff will receive extensive training on Maslow’s Hierarchy of Needs:



In many cases, we anticipate that student needs will lie beyond academic tutoring and support. The following chart identifies the various challenges we anticipate and steps to address each area of need:

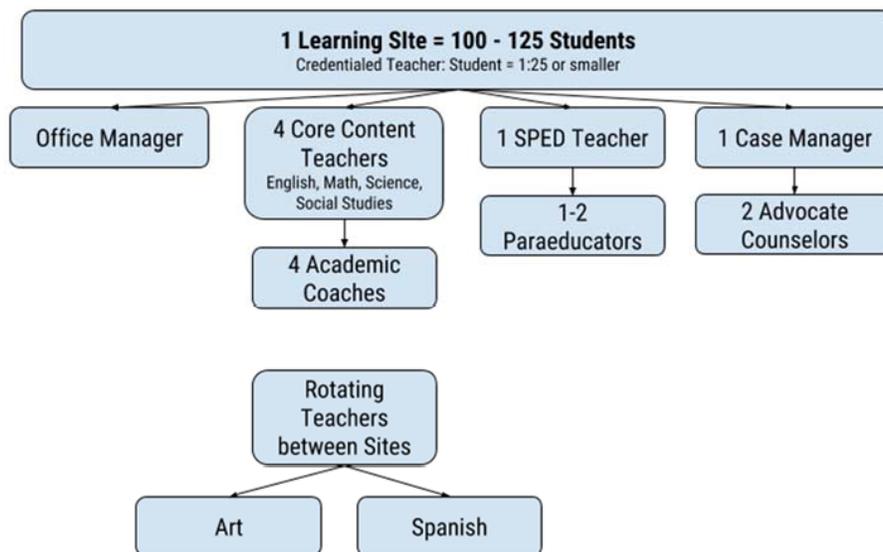


For those strategies listed under “Academic”, in the flowchart above, our highly personalized independent study model with a blended/hybrid learning instructional approach is designed to help students who are struggling academically to have their needs met in a very personalized way for individual success. Extra help supports students to keep pace with class work, and targeted academic interventions address individual learner needs through backfilling academic skills needed to bring students up to grade level performance. Teachers participate in professional development to address students’ special needs, including those of low achievers, and use a curriculum planning process that prompts for differentiated planning of instruction to address the special needs in their classes. Students are assigned to additional in-person classroom sessions, as needed, to help close skills gaps or provide students with extra study time to keep up with the curriculum. Tutoring is designed to offer one-on-one personalized supports and is available for all subject areas. In addition, group tutoring is utilized to give students intensive peer and teacher-led support. RISE High utilizes credentialed teachers, as well as highly skilled para-professionals to support students. Services for academically low-achieving students begin with an assessment of student abilities and needs. Depending on identified needs, students receive one or more of the following interventions:

- (1) Students are offered classroom-based opportunities to increase their content understanding, and instructional activities are modified to accommodate different learning styles to draw out students’ various strengths and needs. In general, RISE High has much smaller class sizes and more staff support than traditional schools, thereby ensuring students are consistently receiving more one-on- one and individualized attention and instruction.

- (2) Students needing additional assistance in specific subjects or skill areas may obtain that assistance from staff and volunteer tutors via in-person or online methods, such as Skype or hangouts. All teachers have office hours each week for tutoring and extra support, and students are encouraged to attend school during Arenas even if they are not scheduled for a class-specific time in order to receive additional help. Our resource specialists and counselors also work to assist students and faculty to ensure students have appropriate supports and interventions.
- (3) In many courses, students proceed at their individual pace as measured by teacher-curated curriculum, and have the option of taking additional time to complete a course without penalty. If a student does not master the course material by the end of the quarter, he/she can continue the course into the next quarter and take the time necessary to gain mastery over the content and competencies necessary for the course credit.
- (4) Students requiring additional support in remediation of foundational reading or math skills are assigned to Reading or Math workshop, taught by instructors who have received additional training around the instruction of literacy and numeracy.
- (5) A STAC Team meeting is conducted if a student is still not achieving sufficient progress after the above strategies have been attempted.

As we grow, each Learning Site will adhere to the staffing blueprint below, which provides ample student support from professionals trained in instructional, behavioral, and mental health support:



### A. ENGLISH LEARNERS (EL)

RISE High will meet all applicable legal requirements for ELs as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. In accordance with the new English Learner Roadmap adopted by the California State Board of Education in 2017, RISE High is

committed to “the education of English learners as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum...and respects the value of English learners’ primary language and culture.” RISE High will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness, as well as follow state guidelines for program placement.

**Process for Identifying ELs**

After a student enrolls at RISE High, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), if one has not already been completed at a prior school. The purpose of the HLS is to determine if a language other than English is used in the student’s home. The student’s cumulative file will also be checked for information about the student’s English language proficiency status.

Scholars from homes where the primary language is not English (as determined by the HLS and other data) will take the English Language Proficiency Assessments for California (ELPAC) within thirty days of enrollment and at least annually thereafter until re-designated as fluent English proficient, unless the school has proper documentation of the student’s re-designation as fluent English proficient. The ELPAC (along with scores on the Smarter Balanced ELA/Literacy test, MyOn tracking of lexile level, NWEA MAP testing and teacher-created MAP-aligned benchmarks, and English Language Arts grades) will be used for the annual assessment of each student’s ELD level.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

Level	Description
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Source: <https://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp>

RISE High will provide parents of ELs with required Title III notifications, as well as any applicable information regarding their child in both English and in the parent’s primary language (whenever possible and practical; or required pursuant to EC § 48985). Within the first month of the school year (or within thirty days of the student’s enrollment), RISE High will notify the parents of its responsibility for ELPAC testing, student’s prior ELPAC results if available, EL identification, program placement options, student’s academic achievement level, and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and RISE High will notify parents of student’s ELPAC results within thirty days of receiving the results from the publisher.

The ELPAC will also be used for the initial and annual assessment of each student’s ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test for 11<sup>th</sup> graders, MAP testing, and MAP-aligned benchmarks.) Depending on the assessment results, the school administration, Advisors, and the EL Coordinator will determine the most appropriate placement and support strategies for the student, and inform parents (in writing) of their student’s placement (the parent notification letter). Using learning facilitator feedback, observations, and analysis of the student performance data, the school team collaborates to create a portfolio for each EL student that will include recommended student placement and writing samples, test scores and anecdotal notes. This portfolio will be regularly reviewed and adjusted when necessary to best fit the individual student’s needs.

### ELD Curriculum

RISE High’s ELD Curriculum is grounded in Pearson’s Language Central (6-10). We also use Achieve3000 to support literacy and reading comprehension and to measure growth in reading level. Our EL Coordinator works with content teachers to create supplemental curriculum that supports EL students in accessing both the content material as well as the skills necessary to make growth in English Language Development. Resources from both the Massachusetts Department of Education (<http://www.doe.mass.edu/ell/curriculum.html>) and the Stanford Graduation School of Education (<http://ell.stanford.edu>) are implemented to ensure a robust ELD curriculum that can meet the needs of learners across varying levels of content and ELD proficiency.

### Educational Program for English Language Acquisition

RISE High bases its EL support program on the new California ELD Standards. As guided by the Standards, teachers and academic coaches provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually. Our EL Coordinator partners with teachers to include ELD goals in students’ PLPs.

All RISE High teachers are expected to have a CLAD (Cross-cultural Language and Academic Development) or BCLAD (Bilingual Cross-cultural Language and Academic Development) certificate or equivalent

certification. Bilingual learning facilitators in specialized content areas are hired as necessary. Understanding that, at the secondary level, an integrated and interdisciplinary approach to ELD is critical, teachers across content areas, academic coaches, Student Support Services Team, and other support personnel receive ongoing professional development that is responsive to current research, best practice understanding, and the 2014 ELA/ELD Framework for Instructional Design.

EL instructional strategies implemented across all content courses at RISE High as part of English Language Mainstream (ELM) include the following:

- *Vocabulary and language development.* Teachers introduce new concepts through explicit instruction of new vocabulary words and through practice of those words in context. Teachers ensure repeated exposure to new words in a variety of settings, and they provide multiple opportunities to use new vocabulary in reading, writing, and discussion activities.
- *Guided collaboration among students.* Teachers structure lessons so that students work together to understand what they read (by listening, speaking, reading, and writing collaboratively about the academic concepts in text).
- *Encouraging equitable participation.* Teachers structure daily opportunities for classroom conversation and are intentional in creating protocols and class culture that encourage ELs to participate in conversation so as to increase their comfort in communicating in a new language while also providing multiple opportunities daily to practice and improve their English language speaking skills. This may also include explicating, naming, and validating the use of code-switching and teaching ELs how and when the skill of relying on their home language can serve as a strength.
- *Metacognition and authentic assessment.* Teachers use a variety of authentic assessments to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- *Explicit instruction.* the direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.
- *Comprehension strategies.* Teachers help students become active readers by setting purposes for reading; providing guiding questions and annotation skills; and teaching and modeling skills such as previewing, predicting, monitoring, summarizing, and retelling.
- *Representation and exposure.* Teachers ensure both that students' home cultures and experiences are being reflected in the classroom and curriculum, and that all students are being constantly exposed to cultures and experiences different from their own in order to build empathy, understanding, appreciation, and vocabulary and context to understand and communicate across lines of differences.
- *Meaningful context and universal themes.* Teachers reference and link prior knowledge and meaningful experiences from students' lives and use them as springboards to interest and motivate students in new academic concepts.
- *Modeling, graphic organizers and visuals.* Teachers model language and academic outcomes, use a variety of graphic organizers to scaffold academic learning, and incorporate visual aids (e.g., pictures, diagrams, and charts) to help students easily recognize essential information

and its relationship to supporting ideas, as well as making language and content more accessible for ELs.

- *Making meaning.* Teachers provide ample time, multiple resources, and extended conversation to allow students to grapple with complex topics, synthesize multiple sources, move towards higher level critical thinking around specific content or topics, and have adequate time to practice communication of that thinking to peers
- *Cross-content practice.* Teachers provide opportunities for interdisciplinary reading, writing, and discussion to ensure connections are being made, content knowledge is being mastered, and language skills are developing.

Additionally, RISE High teachers will collaboratively plan across content areas to ensure ELs are receiving adequate instruction and support in both ELD and content knowledge:

- Design of cross-content projects in which teachers collaborate closely to intentionally and explicitly build meaningful ways of learning vocabulary and context around a particular topic or theme. Full immersion into a concept that integrates learning from multiple disciplines while offering multiple opportunities to master the associated academic vocabulary helps ELs acquire greater ELD while mastering academic content simultaneously.
- Collaboration among the EL Coordinator, teachers, and academic coaches to implement writing rubrics for EL students that ensure students are consistently being challenged to both improve their English language skills in writing and incorporate academic content into their writing in order to meet the variety of CCSS that require high-level writing in the various disciplines. These rubrics integrate the high school language standards as outlined in the ELD framework.

All ELs will have opportunities to enhance their learning in class, and before/after school. Some examples of these opportunities are:

- *ELD Courses (SEI).* California Department of Education defines Structured English Immersion (SEI) as “a classroom setting for ELs who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.” At RISE High, emerging EL students (as defined below) will be assigned to ELD courses in addition to their content-specific courses to support their language development and proficiency in a small-group, structured manner. ELD learning opportunities will include both in-class and online published curriculum, web-based modules, and small group and individual tutoring that helps EL students develop phonemic awareness; syntax; nuances of English language such as idioms, tone, and humor; reading comprehension skills and strategies; daily and academic vocabulary; listening, speaking, and presentation skills; and writing in English.

All emerging ELs will be assigned to ELD courses for their first year at RISE High. If a student needs additional time for focused ELD instruction, he/she may be reassigned. This process would include input and collaboration from all members of the STAC Team. A parent may request or object to placement in ELD courses.

- *English Language Mainstream (ELM).* All RISE High teachers will receive extensive training in supporting EL students across content areas via the implementation of both whole-class and

individualized approaches to ensure students are consistently making progress in both their English language proficiency and their academic content mastery. Instructional strategies used across contents to support students in ELM are outlined above.

- *Extended learning opportunities.* EL students face multiple learning challenges. Many are working to develop English language proficiency while concurrently working to master academic content. In addition, a disproportionate number of EL students are economically disadvantaged (California Legislative Analyst's Office, 2007, p. E-123). Additional time in an academic learning environment is needed to respond to these multiple challenges (Gandara & Rumberger, 2008). RISE provides the following extended learning opportunities to EL students:
  - Summer pre-session or a two-week focused immersion for all incoming students who identify as emerging ELs.
  - 1.5 hour ELD courses Monday – Friday; these may include small-group or 1:1 instruction. 1:1 tutoring (either during the day or before or after school) from ELD or ELA teachers as requested by student, parent, or teachers.
  - Home and community support: To support home language and second language academic development outside of school, RISE works with parents and families to ensure that literacy resources and learning opportunities are available at home. Parents are provided with skills in navigating the essential tasks to connect their children with the A-G core curriculum through special training programs (e.g., Parent Workshops). All necessary documents are translated into parents' home language to ensure understanding of EL rights, processes, and opportunities.

### **Process and Specific Criteria for Reclassification**

The established criteria for reclassification are as follows: EL classification uses the 2012 California ELD Standards' three Proficiency Level Descriptors – Emerging, Expanding, and Bridging – in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4).

The levels represent the stages of ELD, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum – as they continue to build on existing language skills and knowledge. (California English Language Development Standards, K-12 (Nov. 2012))

- ***Emerging.*** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- ***Expanding.*** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- ***Bridging.*** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for

specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both Advisory teachers and administration will monitor the progress and performance of each EL student with the goal of helping them reclassify to Redesignated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The re-designation criteria is as follows:

- ELPAC scores: overall performance level 4
- Instructional program readiness:
  - Grades 9-11: MAP Test scores of “Average”, “High Average,” or “High” in Reading and Language
  - Grades 11-12: CAASPP English scores of “Meet or Exceeds Standards
- Curriculum mastery: Grades of A, B, or C in English for current or previous year
- Teacher recommendation after conducting an evaluation, including, but not limited to, a review of the student’s curriculum mastery
- Parent approval (includes parent consultation)
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age at RISE High and/or comparable schools

The Assistant Principal works with the EL Coordinator to monitor classroom instruction, update ELD levels in the PowerSchool Student Information System, place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents/families receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The EL Coordinator shares the progress and performance of ELs with the students and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

#### **Process for Monitoring Progress of EL and RFEP Students**

ELs are continually monitored by the EL Coordinator, teachers, academic coaches, and other school leaders. The EL Coordinator monitors student progress by analyzing scores and data, assessing samples of academic work, and following up regularly with the student’s ELA/English teachers to discuss the student’s progress.

Teachers regularly evaluate students’ ELD progress by examining data and modifying their instructional practices to better serve each student, as needed. In order to document progress, the EL Coordinator maintains an ELD portfolio (as part of the EL student’s PLP). This portfolio is used to monitor student progress at his/her targeted ELD level. The EL Coordinator, in collaboration with teachers, uses these portfolios to collect student work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly and progress is discussed at Student-Led Conferences held quarterly. The EL Coordinator reviews the ELD folder as well as the cumulative folder for each student early in Quarter 1 (or within 1 week of the student’s enrollment at RISE High) in order to provide teachers

with the most accurate reflection of the student's progress to date. The goal is for each student to progress by at least one level per year on the ELPAC until they can be reclassified. Reclassified students are monitored for a period of four years following their re-designation to ensure that they are making progress on their content and basic skills assessments, and maintaining a grade of at least a "C" in their ELA/English class. Reclassified students are monitored by the EL Coordinator and by the student's STAC Team.

### **Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)**

The school monitors the progress of students who are classified as LTELs or at-risk of LTEL status. The EL Coordinator works to identify the reasons why a student has not acquired Academic English at the expected rate and collaborates with school staff and leaders to determine the best support system for that student moving forward. An action plan is created and placed in the student's portfolio/PLP, and parents/families are consulted. If necessary, additional tutoring, and targeted curriculum and supplemental materials are obtained to further support the student.

## **B. PLAN FOR STUDENTS THAT ARE ACADEMICALLY HIGH ACHIEVING**

Some students will enter the school better prepared to learn at a faster pace than their classmates. Students who are identified as high achievers through classroom report card grades, placement test results, and teacher recommendations have the opportunity to do more advanced work and to excel at their individual pace. RISE High's self-directed learning model serves as an ideal and challenging learning environment for high-achieving students. By designing and executing their unique educational program, gifted students can engage in learning at a pace that may be more appropriate than that of a traditional classroom. Staff also guide learners to extracurricular enrichment activities that happen throughout the year.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-achieving students, using the results of the state standardized assessments, school-wide benchmark assessments, assessments and/or observations. Modifications for academically high-achieving students begin with an assessment of student abilities and needs. PLPs and pathways will be updated as needed to foster and challenge their growth needs.

These students are given multiple opportunities that provide intellectual enrichment and enable them to contribute positively to the school community. Specifically, high achieving students may enroll in courses for college credit offered by our dual enrollment partners. Special projects and assignments may also be given to students in need of extra challenge, and Honors options are available for students who wish to master the content at a deeper level.

Since RISE High has the responsibility of assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these students. In addition, students working at different paces are sometimes paired together so that students excelling in a particular subject can help students struggling with more challenging material. Research shows that understanding is deepened through the process of teaching others. Students also have the opportunity to work with teachers to design and co-teach new courses for students, and/or to serve as a Teacher's Assistant in the content areas in which they are particularly strong. This allows for leadership development alongside a stronger mastery of content and competencies.

### **C. POSTSECONDARY EDUCATION**

Building upon the successes of its K-12 program, Da Vinci Schools offer a unique college program Called Da Vinci Extension (DVX) which leads to degree completion through partnerships with higher education innovators. Students have opportunities to complete their general education college coursework, an AA degree, and/or a Bachelor's degree at Da Vinci in a blended format that combines an online competency-based and project-based curriculum with in-person mentoring and wraparound supports. Students also have access to real-world internships, certificate programs, financial planning, and other strategies to support their transition into becoming happy, healthy, independent adults.

### **D. STUDENTS ACHIEVING BELOW GRADE LEVEL**

As detailed above, a significant number of our students will enter RISE High who previously have been “academically low-achieving” as evidenced by grades and credits earned, drop out status, etc. Upon enrollment and prior to programming, our counseling staff and school leadership closely examines all transcripts and academic history for verification of low achievement. Counselors, Advisors, and supporting staff will review grades at least every two weeks (or more frequently, if needed) during check-ins with each student; this process will facilitate the identification of students needing additional intervention and support. Conferences and STAC Team meetings are set up by counseling staff with students, parents/families and teachers to develop intervention plans and timelines. On-going monitoring through each student’s personalized pathway and Master Agreement occurs after every grading period by both counselors and Advisors, and plans are revised and/or expanded according to needs and new data. Understanding the individual needs of each student and his/her family and how this is affecting low-achievement is done with students all year long on a daily basis through our personalized approach.

Interventions and additional supports will include: scheduling additional on-site support (where feasible in the context of the student’s commitments and obligations outside of school) and more frequent and longer check-ins with teachers and counselors; tutoring; revisions to curriculum (additional scaffolding, remediation on specific skills, etc.) and curriculum pacing; and revised course schedules.

### **E. SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS**

As demonstrated by the success of countless schools in California serving students who are socio-economically disadvantaged, income is a not a determinate factor in a students’ ability to succeed academically. If students who are socio-economically disadvantaged (SED) are also academically low achieving or struggle with learning differences or are identified as English Learners, RISE High will utilize strategies described in other sections of this petition. RISE High will identify SED students based on free or reduced-price meal applications at the time of enrollment. Like all other subgroups, school leaders and staff will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

### **F. STUDENTS IN OTHER SUBGROUPS**

As a school designed to serve foster, homeless, probation and other “disconnected” youth (and in many cases, students who fall into more than one of these categories), all staff at RISE High will be particularly attuned to these students’ needs. In addition to partnerships with community-based organizations as

detailed herein, RISE High will partner with LACOE, Division of Student Support Services for coordination of foster and homeless youth services, and Division of Educational Programs, for transition of students from juvenile halls and camps.

The RISE High counseling and leadership staff will regularly attend LACOE workshops and other professional development opportunities focusing on foster, homeless, probation, and other transient youth in order to keep up to date with the most current legislation, regulations and best practices specific to assisting these vulnerable groups. We have developed relationships with several local group homes, shelters, probation officers, city officers, attorneys, judges, and prosecutors. These relationships already serve as a referral source for RISE High, which will only expand as we add Learning Sites throughout Los Angeles County.

### **STUDENTS WITH DISABILITIES**

RISE High shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

RISE High is its own local educational agency (LEA) and a member of the LACOE Charter Special Education Local Plan Area (SELPA) in conformity with EC § 47641(b). By participating in SELPA membership as its own LEA, RISE High will be solely responsible for the provision of special education and related services. As described below, RISE High shall enter into a memorandum of understanding (MOU) with the SELPA regarding the provision and funding of special education services. RISE High shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services.

RISE High shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

RISE High may request related services (*e.g.*, Speech, Occupational Therapy, Adapted Physical Education, Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. RISE High may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

RISE High shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The CEO/Superintendent designates the following position as the Charter School’s Special Education and Section 504 Coordinator:

Principal/Executive Director  
201 N. Douglas Street, El Segundo, CA 90245  
(310) 735-2101

#### **A. SECTION 504 OF THE REHABILITATION ACT**

RISE High shall be solely responsible for its compliance with Section 504 and the ADA. All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

RISE High recognizes its legal responsibility to ensure that no qualified person with a physical or mental impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as having an impairment shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability may be eligible for accommodations and services.

### **Definitions**

For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

- *Eligibility.* A student is eligible for Section 504 accommodations and services if he/she has a physical or mental impairment which substantially limits one or more major life activities and requires accommodations and services to receive an education comparable to the education provided to those students who are not disabled.
- *Physical impairment.* Means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine.
- *Mental impairment.* Means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
- *Substantially limits.* Means: (a) the inability to perform a major life activity that the average person in the general population can perform; or (b) substantial limitation as to the condition, manner or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration which the average person in the general population can perform that same major life activity. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses.
- *Mitigating measures.* Mitigating measures used by a disabled student to manage an impairment or lessen the impact of an impairment (e.g., medication, medical devices, related aids and services, etc.).
- *Major life activity.* Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. This list is not exhaustive. In the ADA, additional examples include eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Major life activity also includes major bodily functions.
- *Major bodily functions.* Include functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

### **Referral, Identification, and Evaluation**

A parent, RISE High staff, STAC Team, or community agency may refer a student to the 504 Coordinator for identification as a student with a disability under Section 504. Upon receipt of any such referral, the

Principal/Executive Director or 504 Coordinator shall obtain written parent consent to conduct an initial evaluation for eligibility. With consent, the Principal/Executive Director or 504 Coordinator shall then assemble a 504 Team that consists of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations to conduct the evaluation within a reasonable time frame.

The 504 team will draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, student records, physical condition, social or cultural background, and adaptive behavior. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services, those evaluations may be used to help determine eligibility under Section 504. The 504 team will evaluate the nature of the student's disability and the impact upon his/her education, taking into consideration any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The 504 Team makes the final determination of whether a student is an individual with a disability and needs services and accommodations. Written notice of the 504 Team's decision, stating the basis of the determination, along with the notice of procedural safeguards, shall be provided to the parent in English and in his/her primary language. If the student is found to have a disability under Section 504, the 504 Team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). If the 504 Team obtains information indicating possible eligibility of the student for special education under IDEIA, a referral for assessment under the IDEIA will be made by the 504 Team.

#### **Section 504 Plan**

In developing the 504 Plan, the 504 Team shall consider all relevant information utilized during the initial evaluation. The 504 Plan shall describe the student's disability and any program accommodations, modifications or services that may be necessary. A copy of the student's 504 Plan shall be kept in his/her student record. The student's teacher(s) and any other RISE staff, including substitutes and tutors, who provide services to the student shall receive a copy of the 504 Plan.

#### **Review and Reevaluation**

Each student's 504 Plan will be reviewed at least annually to determine: (1) the effectiveness and appropriateness of the student's Section 504 services and accommodations; (2) whether the student's needs are being met as adequately as the needs of students without disabilities are met; and (3) continued eligibility.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement (*e.g.*, ten (10) or more days of suspension, expulsion, involuntary removal, exit).

### **Procedural Safeguards and Complaints**

Parents of students with disabilities shall be notified of all actions and decisions made by RISE High regarding the identification, evaluation, or educational placement of their students. Parents shall also be notified of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent disagrees with any of RISE High's actions or decisions regarding the identification, evaluation, or educational placement of his/her student under Section 504, he/she may request a mediation or an impartial due process hearing within 30 days of that action or decision. The parent may also utilize the Uniform Complaint Procedures to file a grievance if he/she believes that his/her child has been discriminated against based on his/her disability.

## **B. SERVICES FOR STUDENTS UNDER THE "IDEIA"**

RISE High shall provide special education instruction and related services to students enrolled in the Charter School in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Specifically, RISE High shall follow SELPA procedures and utilize its forms in seeking out, identifying, and evaluating students who may qualify for special education programs and services, responding to record requests and parent complaints, and maintaining the confidentiality of student records.

RISE High agrees to promptly respond to all SELPA inquiries, comply with reasonable SELPA directives, and allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law. RISE High understands that it shall represent itself at all SELPA meetings.

### **Staffing**

RISE High will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. RISE High shall ensure that all special education staff hired or contracted by RISE High are qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

Current levels of staffing include a full time Special Education teacher and part time paraprofessionals, FTE of a Speech Language Pathologist, 1.0 FTE of a School Psychologist, 1.0 Social Worker, 1.0 Counselor/Marriage Family Therapist Associate .10 FTE of a School Nurse, and 0.25 FTE of a Chief, Student Services Officer/Special Education, however, staffing is subject to change at the discretion of RISE High in order to meet the unique needs of the students enrolled. These staff members, in collaboration with the site administration of RISE High, will be the primary representatives tasked with assuring that all aspects of the IEP are properly implemented. RISE High is prepared to contract with staff including low incidence or other highly qualified staff needed to implement an IEP.

All teaching staff at RISE High will also be involved in assuring that all IEPs and 504 Plans are properly implemented.

**Professional Development for Staff**

RISE High school administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

RISE High shall seek professional development opportunities for its staff through potential trainings facilitated by LACOE, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

**Identification and Referral**

RISE High understands its responsibility to ensure that all individuals with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. As such, RISE High shall implement SELPA child-find policies and procedures to ensure the timely identification and referral of Charter School students who have or may have exceptional needs that qualify them to receive special education services, and that no procedures or practices result in delaying or denying this identification. A parent, RISE staff, or STAC Team may refer to the Principal/Executive Director, in writing, a student who is suspected of having special needs and show potential signs of needing special education and related services. A student shall be assessed for special education and related services only after the resources and interventions of the regular education program have been considered, and where appropriate, utilized. No assessment or evaluation will be used for admission purposes.

**Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in 20 USC § 1414. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent consent to assess students.

When an initial assessment is needed, an assessment plan is sent home to parents with the parents' rights. If the assessment has been requested by a parent the school has 15 days to respond to the request. Once the assessment plan is received and signed, the testing will begin and an IEP meeting will be held within 60 days of receiving the plan. The IEP Team, for an initial assessment, will include the parent, an administrator, general education teachers, the special education teacher, assessors and the student. An interpreter can also be provided at the parent's request.

RISE High shall be solely responsible for conducting special education assessments. The School Psychologist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to individual testing; teacher observations; interviews, review of school records, reports, and work samples; and parent input.

RISE High will follow the following assessment guidelines, unless a conflict exists with the LACOE SELPA policies and procedures, in which case the SELPA policies and procedures will govern:

- Parents of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments
- Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. RISE High will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

### **IEP Meetings**

RISE High shall arrange and notice the necessary IEP meetings. IEP Team membership shall be in compliance with state and federal laws; as such the Charter School shall ensure that the following individuals are in attendance at IEP meetings:

- The parent of the student for whom the IEP was developed
- The student, if appropriate
- The Principal/Executive Director
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- A SELPA Special Education Representative, if appropriate;
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

- Others familiar with the student may be invited as needed (*e.g.*, speech therapist, psychologist, resource specialist, and behavior specialist)

RISE High shall view the parent as a key stakeholder in these meetings and will make every effort to accommodate the parent's schedule and needs so that he/she will be able to participate effectively on the IEP Team. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. RISE High will provide an interpreter if necessary to ensure that all parents understand and can participate in the IEP process.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal laws, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When RISE High seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

### **IEP Review**

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

RISE High shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to

the school. Once the request is received, RISE High will have thirty days, not including school vacations greater than five (5) days, to hold the IEP meeting.

### **IEP Development**

RISE High understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP Team, pursuant to the IEP process. All eligible students under the IDEIA will have an IEP which meets all applicable legal requirements and is reasonably calculated to confer educational benefit in the least restrictive environment (LRE). Programs, services and placements shall be provided to all eligible RISE High students in accordance with the policies, procedures and requirements of the SELPA and State and Federal laws. Services provided to students can include speech and language, assistive technology, adapted physical education, occupational therapy, physical therapy, counseling, deaf and hard of hearing, resource support, etc., as identified in the IEP.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; the goals and objectives will also be linguistically appropriate, as per EC § 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil and other assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances
- A description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days.

### **IEP Implementation**

RISE High shall be responsible for all school site implementation of the IEP, including all curriculum, classroom materials, classroom modifications, and assistive technology. As part of this responsibility,

parents shall be provided with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided to non-special education students. RISE High shall also provide all home-school coordination and information exchange.

Our special education model provides its students with FAPE within a LRE. A student receiving special education services will have his/her IEP reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs; however, an IEP meeting can be called prior by the parent or the school. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law.

Prior to the placement of the individual with exceptional needs within the classroom setting, school site leaders and special education staff ensure that the general education teachers, classroom aides, related service providers, shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws. If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

### **Special Education Strategies for Instruction and Services**

RISE High will offer a comprehensive inclusion program that includes specialized academic instruction classes, Learning Site supports, extended school year, and sheltered instruction for students with moderate to severe disabilities. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, RISE High will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

### **Interim and Initial Placements of New Charter School Students**

RISE High shall comply with EC § 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with EC § 56325(a)(1), for students with a current IEP who enroll in RISE High from another school within the State, but outside of the SELPA within the same academic year, RISE High shall provide the student with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time RISE High shall either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state laws.

In accordance with EC § 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into RISE High from a school-operated program under the same SELPA of the Charter School within the same academic year, RISE High shall continue, without delay, to provide services comparable to those described in the previously approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state laws.

For students transferring to RISE High with an IEP from outside of California during the same academic year, the Charter School shall provide the student with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to 20 USC 1414(a)(1), if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state laws.

**Non-Public Placements/Non-Public Agencies**

RISE High shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

**Non-discrimination**

It is understood and agreed that all students will have access to RISE High and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

**Procedural Safeguards, Dispute Resolutions, and Complaints**

Parents of students with IEPs must give written consent for the evaluation and placement of their student; will be included in the decision-making process when change in placement is under consideration; and will be invited, along with teachers, to all conferences and meetings to develop their student's IEP.

Any concerns or disagreements raised by parents will be acknowledged by RISE High within five (5) days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their student.

RISE High will provide the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions, upon initial referral for evaluation of their student for special education services; each notification of an IEP meeting; registration of a complaint or a request for a mediation or due process hearing; and upon parent request.

RISE High acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of RISE High school's alleged failure to provide FAPE to students enrolled in the Charter School. RISE High may also initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable.

Parents also have the right to file a complaint with LACOE and/or the California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education. RISE High shall receive any concerns raised by parents regarding related services and rights. RISE High's designated representative shall investigate as necessary, respond to, and address a parent's concern or complaint.

**Reporting**

RISE High, in collaboration with LACOE or LACOE SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and
- The basis of exit from RISE High of students with disabilities (*i.e.*, attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Principal/Executive Director, who will also ensure that a central file with all special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The CSSO will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### **Funding**

RISE High shall budget adequate resources to educate students with disabilities per state and federal funding that will be subject to the allocation plan of the SELPA. RISE High shall keep daily attendance for each student which shall be reported and certified according to LACOE policies and procedures.

### **C. MEETING THE NEEDS OF STUDENTS WITH VARYING LEVELS OF DISABILITIES**

Students with disabilities have diverse needs and challenges depending on their disability type, as well as other factors unrelated to their disability. We anticipate our population of students with special needs to range from those with mild disabilities who are successful with minimal adaptations and support from general education and special education teachers to those with more significant disabilities that require significant instructional adaptations, small group, and individualized instruction to target deficits not easily addressed solely in the general education setting. However, research has demonstrated that the vast majority of special education students (80-85%) can meet the same achievement standards as other students, if they are given specially designed instruction, appropriate access, supports, and accommodations.<sup>62</sup> Therefore, RISE High teachers will implement a wide range of accommodations for students with disabilities to respond to students’ diverse needs. All teachers will receive ongoing professional development regarding special education and Section 504 policies, strategies for working with students with disabilities, and classroom practices that support students with diverse learning styles and abilities.

When a student comes to our schools, the Special Education/Section 504 Coordinator, reviews the student’s IEP/Section 504 Plan and assigns the support providers for the student. Based on the student’s IEP and the last school’s offer of FAPE, the student is placed in the appropriate program and receiving the necessary services and accommodations.

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<sup>62</sup> Thurlow, Quenemoen, & Lazarus (2011), *Meeting the Needs of Special Education Students: Recommendations for Race to the Top Consortia and States*.

Our current model has a variety of options to assure all the student levels are met. Our Arena and Content Focus Group model includes both push-in and/or pull-out models that allow the Special Education teachers to effectively support students' needs. The push-in model includes the Special Education Teacher and paraeducators going into the Content Focus Groups with the student to support him/her in the classroom while the pull-out model places students with IEPs in the same Arenas, co-led by the Special Education teacher and a paraeducator. These two structures allow the student to work with the Special Education Teacher in a small group and one-on-one settings both inside and outside of the classroom. RISE High also trains and encourages all staff to implement a co-teaching model whenever possible to provide a more specialized approach to supporting students with different learning needs. In addition, we have a variety of service providers that come on campus to service students and work alongside our teaching staff.

RISE High will comply with the federal requirement of offering and maintaining the least restrictive environment for students with disabilities. This means that, to the maximum extent appropriate, individuals with disabilities are educated with non-disabled individuals. Special classes, separate schooling, or other removal of individuals with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

#### **EL Students with IEPs**

On page 2 of each IEP document, it shall state the student's EL level. If the student is an EL, an ELD goal and present level of performance is created to assure the student is receiving the support and resources needed. The progress towards goal is measured four times annually to assure the student is progressing. Our EL Coordinator works collaboratively with the Special Education teachers and students' STAC Teams to assure the student is making progress. The Assistant Principal also assures the students annual ELPAC examination is completed and the data is used to set goals.

#### **"A TYPICAL DAY"**

Students may begin to arrive to school between 8:30 – 9:00am each morning, depending on whether they are scheduled to attend Office Hours. They are greeted by teachers, Academic Coaches, Advocate Counselors, and school leadership. Breakfast – delivered or prepared fresh on site – will be ready as students arrive; students are encouraged to grab their meal and spend time with other students before school starts. Some students may take out their Chromebooks to look over upcoming assignments, check messages from teachers, or finish up the last few steps of independent work on Google Classroom before jumping into the day's classes. Members of the Student Support Services Team circulate throughout breakfast time, checking in on students to ensure they had a good night and are starting the day off in a positive way, reminding them they can check in with their Advocate Counselor or Case Manager in the office if they need to talk before Morning Kickoff. Some students may use this time to take advantage of teachers' Office Hours to receive additional 1:1 support around content they find particularly challenging. A schedule for the day is posted in prominent places and announcements are displayed on the TVs in the common space.

At 9:00am, students move into Morning Kickoff with their Advisories. Morning Kickoff generally begins with an independent activity such as journaling or meditation to allow students to transition from the outside world to class time. Members of the Student Support Services Team are available to meet during

this time if students would like to check in before starting their day. Following this independent focus time, students take out their Chromebooks, access their Google Classroom account, and work with their Advisory teacher to create their agenda and goals for the day. Content teachers have already shared with Advisory teachers which groups of students they will be pulling for Content Focus Groups and at which period during the day, so that students can incorporate these rotations into their schedule for the day. Morning attendance is taken and shared with content-teachers so that they can adjust their rotations as necessary and adequately plan for 1:1 instruction throughout the day to ensure all students are moving at their own pace and are mastering content at a deep level along the way. Students use this time to gather all necessary materials for work time and to prepare themselves to focus during Morning Arena and Content Focus Workshops. If students who are assigned to Morning Kickoff and Arena are absent, the Office Managers begin contacting them. This is to ensure the students' safety and holistic well-being.

Because the school runs in an Independent Study model, students are not penalized for missing assigned class time so long as they continue to work independently; staff follows up with them and their families all the same to see if they need any support and to ensure they know what work to complete on their own. This process of follow-up with students, families, and student supporters is integral to ensuring consistency in both academic growth and community. New students use this Morning Kickoff time to receive their Chromebooks and create their Google Classroom accounts. They are connected to a Student Ambassador who will guide them through their classes and activities for the day and ensure they adjust to the schedule and are feeling comfortable in the new space.

The same process is repeated during Afternoon Kickoff for students who arrive later in the day, and these scheduled times are protected to give students opportunities to work on their executive functioning and organization skills and to give teachers adequate time to ensure they are meeting with all students to provide personalized instruction.

At 9:20am, students begin working on their independent work and projects outlined in the PLP on Google Classroom. Academic Coaches facilitate Morning Arena, circulating to support students in their work and answering any questions they may have. They may pull students into 1:1 or small-groups for explicit instruction around content or one of the 13 competencies that they are struggling with. During the same time, content-teachers are pulling groups of students for Content Focus Workshops, during which they are facilitating content- and skill level- specific instruction, and providing students time to work on the project-based and application portions of their learning.

For example, during Integrated Math I Content Focus Group (CFG), the math teacher may work with a small group of students on a specific set of problems for the first 20 minutes, while other students complete math assignments and make progress on their projects on Google Classroom, then the students rotate so that teacher can then work with the next group of students on a different problem set for 20 minutes. These groupings are based on the teacher's review of student work online over the preceding days and on the students' level of mastery on the content and competencies. The teacher may instruct one group of students to access additional practice via Khan Academy lessons in preparation for the day's session, a second group of students to work together to graph linear equations as part of their city design project, and a third group of students to work through the problems slowly with the teacher.

In an English 10 CFG, the teacher is leading a whole-class grammar lesson in the context of a cover letter for a resume, a project requirement that overlaps with the World of Work curriculum. The teacher makes sure to use SDAIE strategies to help the EL students in the class comprehend the instructions and content. Later in the day, these EL students will meet with the EL Coordinator in a tutoring session that

is focused on ELD via mock interviews, again looping in the skills from other courses. Students who have mastered the problems in question may be asked to assist their peers, helping them gain confidence in their abilities, and potentially gaining credit towards Honors designation, which any student may opt into if they have met the outlined requirements.

In a Chemistry CFG, which consists of a Lab at least once per week, the teacher is facilitating small groups of students in completing an experiment they have been preparing for through formulating hypotheses and making predictions in their science journals based on reading, lectures they have watched online, and problems they have solved via short assignments over the past two weeks. The teacher is intentional in planning for the accommodations and modifications necessary to support students with IEPs, and is always thinking about how to make connections between the content and the career pathways in which students are interested.

In US History CFG, a group of students is preparing for a mock trial in two teams, collaboratively reviewing research their teams have prepared while off campus throughout the past week and engaging in energetic debate about which pieces they will use in their presentations of evidence and oral arguments. They are incorporating the news articles of recent events they have covered in the nonfiction unit of their English course and are encouraged to implement – and demonstrate their growth and mastery of critical thinking and argumentation – competencies that are applicable across the content areas.

Throughout the day, as students rotate between assigned classes, some students leave the campus while others arrive, and students interact with a variety of different peers across traditional grade levels. During blocks when they are not teaching CFGs or providing one-on-one instruction and tutoring, teachers have scheduled check-ins with students who are off campus – via Google Classroom, phone and skype – reviewing assignments, answering questions, and providing mini-lessons to help students master content. Some students work on-site between assigned workshops and appointments, and spend most of their day at the Learning Sites. Teachers review submitted assignments, provide grades, respond to emails, and refine assignments based on student pacing and mastery of the content and competencies.

During Arena times, the Counselor holds scheduled in-person check-ins with students, some just brief 10-minute sessions to confirm completion of certain tasks (*e.g.*, a test prep segment online, registering for the PSAT or SAT, reporting on research the student has done into a particular college), while other sessions are longer and involve more intensive assistance such as review of a college essay the student submitted to the Counselor online a few days earlier. Students and their parents/families can also attend scheduled workshops led by the Counselor throughout the year on the college application and financial aid processes.

At 11:30am each morning, Advisories are held. Advisors and Advocate Counselors will typically open this time with a Community Circle to continuously encourage relationship-building, provide opportunities to model socio-emotional competencies, and build trust and rapport among and between students and staff. These circles also provide teachers an opportunity for a pulse check to see how students are feeling and what is going on in their lives so that they can be aware of any red flags and loop in the Student Support Services Team as necessary. Following the Community Circle, Advisors check in with their students 1:1 regarding attendance, grades, and general well-being, while the rest of the group participates in the Advisory curriculum, which is created to facilitate growth in RISE High's 4Cs, or socio-emotional competencies: Care, Connect, Challenge, and Create. One day may include the group creating a plan for community service, another may provide time for them to give feedback on each others'

Exhibition projects, and another may involve a presentation from a local workforce agency regarding openings and interviews. This time is ultimately used to build strong culture and carve out intentional space for students to develop holistically.

Following Advisories, students and teachers spend time at Community Lunch, giving them time to enjoy fresh-cooked meals, engage in conversation, and take advantage of the athletic fields and courts. Our colocation staff joins when possible to create a seamless, comfortable environment where students can build relationships with multiple caring adults. It also gives colocation staff the chance to share after-school opportunities with students and encourage them to engage and participate in extracurriculars and additional support courses.

At 1:00pm students and teachers jump into Afternoon Arena, which runs in similar fashion to Morning Arena. Students are given time for a mixture of independent work, 1:1 and small groups with teachers, and project work-time. Allowing a variety of structured learning opportunities ensures they are truly receiving a personalized instructional plan that meets their needs and allows them to move at their own pace.

The last hour of each day is spent in Seminars. Seminars give students the opportunity to take Core or Non-Core electives courses, to co-design exploratory classes around their interests, and to be exposed to new topics via colocation partners and community educators. They also provide an additional hour each day where teachers can have planning time or meet with students 1:1. Some students may attend Boxing, Theater, or Music Video Production, while others go to their World of Work class to earn their

Career Development credits and begin preparing for Interview Day. Other students use this time for self-development and holistic growth, choosing to attend Teen Process Group, facilitated by a counselor, or Student Ambassadors (RISE High's student leadership organization), led by the school's administrative team. Finally, some students work closely with teachers to co-lead classes they have proposed and designed based on their own interests and the interests of their peers.

After Seminars end at 4:00pm, students are encouraged to stay and take advantage of after school programming that is provided by our co-location partners. Some students may choose to access additional tutoring sessions or to attend college-readiness workshops, while others may opt to spend their time in the recording studio, in dance class, or participating on one of the athletics teams. Students also have access to courses such as Driver's Education, Nutrition, College Test Prep, and more.

To account for rolling admissions and enrollment, Orientations are held twice per week during the Seminar time. These Orientations are led by the Office Manager onsite and a member of the Student Support Services Team, and allow the student to get familiar with RISE High, to build out their PLPs, and to create their individualized schedules.

Every two weeks, Town Halls are held on Wednesday afternoons. These community-wide spaces allow for outside facilitators to host workshops or performances, or for guest speakers to join and share about a particular area of interest that students have. When guests are not able to facilitate, teachers will use this time to allow students to voice their opinions and concerns about RISE High via a Town Hall format. Depending on the week, students may find themselves debating local policies that impact their community, sharing ideas for how RISE High can continue to improve in the services provided to students, or watching a performance from a local university's theater troupe. Parents, families, school partners, and student supporters such as case managers, probation officers, and social workers are

encouraged to attend Town Halls to stay in the loop with events at RISE High and to spend more time with the RISE High family.

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**ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

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***“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” [EC 47605.6(b)(5)(B)]***

Please refer to Element 1, *The Requirements of EC § 47605.6(b)(5)(A)(ii)*, where specific pupil outcomes are detailed and defined – schoolwide and for specific subgroups – across each of the state’s eight priorities and sub-priorities. By July 1 each year, RISE High will update the goals and annual actions to achieve those goals identified in Element 1, above, using the template adopted by the State Board of Education and submit a copy to the County Superintendent of Schools.

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### **ELEMENT 3: METHOD BY WHICH PUPIL OUTCOMES WILL BE MEASURED**

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***“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” [EC § 47605.6(b)(5)(C)]***

Student achievement will be assessed using multiple measures, as summarized below.

#### **ASSESSMENT DESIGN**

The student performance and outcomes take into account several assessment methods anticipated to be based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3<sup>rd</sup> Ed., 2001*. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Various tools and resources allow teachers to determine the most appropriate type of assessment to measure student mastery of a given content standard or competency. This method has been included based on proven successful use in elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Staff use all pieces of the assessment system in an ongoing effort to examine student performance and revise curriculum pacing and lesson assignments to address student needs. At no time is RISE High complacent with the examination of assessment findings. The goal is continuous improvement to achieve the highest quality educational program possible. Staff members are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. RISE High believes students can demonstrate their learning using multiple methods, and will strive to personalize and diversify our assessment systems to ensure authentic assessment of skills and to meet diverse student needs.

Given RISE High’s belief in project-based learning and mastery-based grading, teachers consistently offer multiple opportunities for strengthening and revising work and multiple opportunities to demonstrate mastery of a content skill or competency. Students are encouraged to demonstrate their mastery via performance tasks, presentations of learning, and products that mirror real-world projects and that are co-designed with industry partners to ensure authenticity. In addition to content and competency assessments, RISE High staff also employs use of reading and math diagnostic, formative, and summative assessments to measure growth in foundational skills that are utilized across content areas.

#### **ASSESSMENT OF SCHOOL OUTCOME GOALS**

Assessments of RISE High’s outcome goals listed above include the following:

- (1) Aggregate progress on the individual student outcomes. Student progress is held against the following standards: (a) students performing at grade level will demonstrate the equivalent of one year of academic growth each year; and (b) students performing below grade-level will demonstrate the equivalent of at least one and a half years of academic growth each year until they catch up to their grade level. In all cases, academic growth is measured based on mastery of grade level standards, as indicated by standards-aligned assessments.

- (2) Compare RISE High’s standardized test scores to those of comparable schools.
- (3) Compile RISE High’s annual attendance records and compare to comparable schools.
- (4) Identify whether the school has met annual targets (set by the state or internally via the annual LCAP) for all subgroups served.

### **GROWTH MEASURES: PRE- AND POST-TESTS, “AUTHENTIC” ASSESSMENTS, AND ONGOING TEACHERASSESSMENTS**

In order to effectively assess students’ academic growth over time, RISE High utilizes several “value-added” growth measures, including school year pre- and post-tests, “authentic” assessments, and ongoing publisher and teacher assessments. At the beginning of each academic year, RISE High will administer a diagnostic pre-test to measure each student’s strengths and weaknesses in English and mathematics. Throughout the school year, RISE High will administer ongoing assessments to measure students’ comprehension of lessons and their level of development in specific content skills and core competencies. Teachers will look for evidence that relates to planned learning outcomes, including specific behaviors that indicate that students have developed understanding of a particular concept and have acquired or refined a particular skill.

Ongoing teacher assessment tools include teacher-developed quizzes and tests, student self-evaluation tools, student-led conferences, teacher observations, end-of-quarter evaluations, individual logs, online course progression data, and student digital portfolios – all of which can be compiled into the student’s PLP. RISE High will also administer post-tests for English and math at the end of the year. Thus, over the course of the year we are able to assess student skills and progress multiple times: a diagnostic allows us to assess students’ initial skills upon their enrollment at the school and at the beginning of each academic year; key “check-in” points allow for ongoing assessment throughout the year; and the post- test at the end of each year measures total growth and ensures that students are making progress towards their goals.

RISE High will use “authentic” assessments, such as student presentations of learning and universal, teacher-developed rubrics, to help measure student academic growth over time. In addition to providing, “value-added” growth measures for academic subjects, these authentic assessments also measure whether our students are achieving the social and emotional skills they need to be successful academically. Portfolios are selections of student work that include student reflection on their learning. Students are asked to use Google Classroom to star the assignments they would like to include in their portfolio, which includes work samples from each subject, and is reviewed on a regular basis by teachers, administrators, and parents/families.

Collectively, the following assessment tools will be used throughout our program to continuously monitor individual student progress as well as schoolwide achievement of goals:

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Timeline</b>
Internally-Created Tests, Quizzes, Projects, and Performance Tasks (presentations, papers, experiments, lab reports, products, etc.)	Formative and summative measures of standards mastery across all courses/subjects.	9-12	Daily and/or weekly

Assessment	Purpose	Grade	Timeline
Presentations of Learning (Capstones and Exhibition)	Summative assessments of content skills and core competencies for a specific course	9-12	Capstones – end of each course Exhibition – twice yearly
Publisher-Designed Assessments	Assess mastery of unit/lesson content	9-12	End of unit/end of quarter or year
MyOn Reading Assessment and/or Achieve3000	Measure lexile growth in all students to ensure progress towards grade-level mastery	9-12	Beginning and end of each school year
NWEA MAPs	National Normed-Referenced assessment in ELA and Math	9-11	September, December (optional), and June
CAASPP or CAA	State Criterion-Based Assessment in ELA and Math	11	In May
CAST Science	State Criterion-Based Assessment in	10	In May
PSAT/SAT/ACT	College admissions requirement	10-12	October, November, or December
ELPAC	Measure language acquisition	9-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks (IAB)	To support teaching and learning throughout the year	11	Throughout the year
Physical Fitness Test	To assist students in establishing lifetime habits of regular physical activity	9	February to May

## DATA ANALYSIS AND REPORTING

RISE High will utilize a comprehensive student information system, PowerSchool, to store student information such as registration, class schedule, medical information, and emergency contacts. RISE High will also use SchoolZilla to collect, analyze, and report a variety of data on student achievement, including disaggregated data by content strand and mastery, student subgroup, grade-level, and classroom-level analyses. RISE High will use the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal is to foster continuous improvement to achieve the highest quality educational program that is possible. RISE High shall use such services in compliance with the Family Educational Rights and Privacy Act (FERPA).

RISE High analyzes trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis also includes attendance rates and comparative data, as appropriate. In addition to weekly feedback from staff, RISE High will formally survey major stakeholder groups (*e.g.*, parents, students, teachers, and partners) at least twice annually about our effectiveness and opportunities for improvement. This data is used by school leaders and staff to address challenges and areas of improvement; all results are shared with the Board and school community to ensure transparency and accountability.

### Reporting Student Achievement Data

RISE High's student performance data is reported to school staff, parents, school board members and other interested community groups. Each year, diverse and detailed data is gathered in the Annual Report, which is published and disseminated to key stakeholders, including the Board of Trustees

administration and staff. Data is reported both in absolute scores and year-to-year gains and losses. RISE High believes strongly in creating a two-way dialogue between the school staff and our parents/families. We know that our students are surrounded by a wide network of caring adults who are instrumental to their success. Parents, mentors, foster families, social workers, attorneys, probation officers, and other student support providers all commit to advocating for and supporting students towards the learning goals outlined in their PLPs. Dialogue with the teachers and administration will be ongoing for parents or mentors as they support the student through their educational journey. At student-led conferences, parents or mentors review the progress of the student, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of improving his/her performance. In some cases, students may work with their families and teachers to create behavioral or academic contracts that address problem areas and outline various strategies with attainable benchmarks. These contracts become part of the student's PLP and serve to guide the teachers and the parents or mentors as they work together to give students the best chance of succeeding in school. Other interventions may be implemented as described above.

Our educational philosophy, curriculum, and anticipated student outcomes grow out of our experience working with youth. We believe deeply in meeting students where they are and then consistently raising the bar, understanding that school-wide standards need to be maintained in order for students to achieve academic success. Once a student realizes that they are capable of "doing the work," they become confident, insightful, and inspired learners.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

We believe the purpose of "report cards" is to report progress and growth. Our progress reports communicate student grades to parents, which are based on mastery of content skills, cross-content competencies, and demonstration of the 4Cs. Teachers prepare progress reports by using insights from the following:

- (1) *Student projects and assessments*, which provide the opportunity to track growth in content skills, competencies, and the 4Cs.
- (2) *Presentations of Learning/Capstones* by the student throughout the year, which provide students with valuable opportunities to share their insights and learning, while also further developing key 21st Century Skills.
- (3) *Student-led conferences* with STAC Teams which provide opportunities for all individuals to reflect on the student's growth, as well as to set future goals.
- (4) *Online and in-person course deliverables and assessments*, which provide teachers with the opportunity to track growth in content skills.
- (5) *Exhibition*, which occurs twice per year and gives students opportunities to demonstrate mastery via projects and performance tasks that are shared with the larger RISE community.

Students have regular examinations, performances, projects, papers and other assignments that are graded using a conventional letter-grade system and are connected to the numerical mastery-based grades of 1-4 (i.e. 1 = I, 2 = C, 3 = B, and 4 = A). Letter grades ranging from an "A" to a "D" are given for all course credits transferred from other schools. No "F" is accepted as a pass. Letter grades ranging from an "A" to a "C" are given for all course credits earned at RISE High. No "D" or "F" is accepted as a pass.

Rather, an Incomplete (I) is given, and the student must work toward a higher grade on the assignment. Missing work also results in a grade of Incomplete, as well as a 0 in the gradebook for Accountability. A-G courses must receive a grade of "C" or higher to meet the UC standards; therefore, if students received a "D" for passing credit at a previous school, but has opted to pursue the A-G course, they must re-take that course to obtain a grade of "C" or higher. Teachers determine the deadlines for resubmission of unacceptable or missing work, as well as the consequences for non-performance. Grade point averages reflect distinctions for plus and minus grades.

Cumulative portfolios will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards are issued on a quarterly basis and are accompanied by detailed teacher narratives.

To be promoted to the next grade, a student must have a 2.0 ("C" average) grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 80 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12 for a State Minimum pathway, a student must have a minimum of 90 credits, including at least 80 credits in core courses.
- To be enrolled in grade 12 for an A-G pathway, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

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**ELEMENT 4: LOCATION OF CHARTER SCHOOL FACILITIES**

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***“The location of each charter school facility that the petitioner proposes to operate.”***  
**[EC § 47605.6(b)(5)(D)]**

As set forth in Element 1, Da Vinci RISE High intends to locate up to five learning sites throughout Los Angeles County by the end of its first charter term. RISE High provided notices pursuant to EC § 47605.6(a)(1)(A) of its intent to operate facilities within their boundaries under a countywide charter: Wiseburn Unified School District, Los Angeles Unified School District, Centinela Valley Union High School District, Hawthorne School District, Lennox School District, Lawndale Elementary School District, Alhambra Unified School District, Montebello Unified School District, Torrance Unified School District, Santa Monica-Malibu Unified School District, and Inglewood Unified School District. For its 2018 material revision, RISE High submitted a notice pursuant to EC § 47605.6(a)(3) to Culver City Unified School District about our plan to partner with and establish operations at the New Earth Arts & Leadership Center.

The following are proposed addresses for the first three Learning Sites. The Learning Sites may be located at or near the following addresses:

**Los Angeles County**

Learning Site #1: Richstone Family Center  
13634 Cordary Avenue, Hawthorne, CA 90250

Learning Site #2: A Place Called Home  
2830 S Central Avenue, Los Angeles, CA 90011

Learning Site #3: New Earth Arts & Leadership Center (Federally affiliated Youth Build Program)  
12100 W. Washington Blvd., Los Angeles, CA 90066

In addition to these facilities, RISE High intends to operate Mobile Learning Center (MLC) vehicles that will meet students where they are to provide access to instructional support and other services.

RISE High anticipates these proposed facilities will meet the needs of the school for the duration of that term, but RISE High shall comply with EC § 47605.6(a)(3) in the event it proposes any additional locations in the future. RISE High will ensure that any private facility used by the school will meet all applicable building codes, is compliant with the Americans with Disabilities Act, and all other applicable fire, health, building and structural safety requirements including the Field Act.

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## **ELEMENT 5: GOVERNANCE**

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***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” [EC § 47605.6(b)(5)(E)]***

### **GENERAL PROVISIONS**

Da Vinci RISE High will be an independent, direct-funded public charter school operated by Da Vinci Schools: L.A. County, which is a California nonprofit public benefit corporation that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. RISE High will operate autonomously from LACOE, with the exception of the supervisory oversight as required by law. Pursuant to EC § 47604, LACOE shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omission by the school, if LACOE has complied with all oversight responsibilities required by law. DV LA complies with all applicable laws and regulations regarding conflicts of interests that are applicable to public agencies and charter schools, in particular.

#### **A. RESPONSIBILITIES OF THE BOARD OF TRUSTEES**

DV LA’s Board of Trustees (“Board”) will be fully responsible for the operation and fiscal affairs of the school, including, but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the CEO/Superintendent;
- Monitor student achievement to ensure progress toward fulfillment of the schools’ mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools’ annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;

- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County Board for consideration;
- Such other duties and activities as may be needed, in accordance with DV LA Bylaws, this charter, and all applicable laws.

### **B. MAKE-UP OF THE CURRENT BOARD OF TRUSTEES**

In accordance with the DV LA Bylaws, the authorized number of Board members is currently seven voting members with legal, financial, and pedagogical experience.

Board members are selected based on their expertise and skills and their commitment to present RISE High's student population and uphold DV LA's mission. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and to seek other ways to actively engage in overseeing DV LA's program. To establish continuity and sustainability for DV LA's long-term success, members of the Board shall serve three-year staggered terms, and can be elected to an unlimited number of terms. Board members or other members of RISE High's community may recommend the removal of a Board member pursuant to the Board of Trustees' removal policy and procedure that is set forth in the Bylaws, and so long as consistent with applicable law.

#### **Dr. Lida Jennings, Board President**

Lida Jennings currently serves as Executive Director at Teach for America Los Angeles. She is a skilled leader with more than 20 years of professional experience in team leadership and development, fundraising, strategic planning, and organizational turnaround in non-profit, higher education, and corporate settings. Motivated by opportunities to lead, develop, and grow teams through coaching and leadership development, Lida's focus is on improving access and opportunities for those living in Los Angeles' most vulnerable and marginalized communities. Lida previously served as Managing Director of District and School Partnerships and Managing Director of Talent, Strategy & Team Operations – both at TFA Los Angeles. She also served as Assistant Dean at the Pardee RAND Graduate School and as Director of the USC Marshall School of Business MBA Program. Lida currently serves as a member of the Board of Visitors at Loyola Marymount University's School of Education and on the ExED Board of Directors.

#### **Dr. Tom Johnstone, Member**

Tom Johnstone recently retired as Superintendent of the Wiseburn Unified School District during which time he spearheaded the District's successful efforts in 2013 to secure legislation to develop a unified high school district — a four-decade community dream. Under Tom's leadership, the community passed two local school bonds — one to purchase land to build a new high school campus in a unique partnership with Da Vinci Schools. In 2017, the District opened the \$160 million, state-of-the-art Wiseburn campus in El Segundo which houses Da Vinci's three high schools that serve as the District's high schools in a creative district-charter partnership. Prior to taking the helm of the Wiseburn district in 2008, Tom worked for nearly 30 years in the Lennox School District as a teacher, school counselor, elementary assistant principal, principal, director of curriculum, and then assistant superintendent of human resources. Tom was named 2013 Superintendent of the Year by the Pepperdine University Graduate School of Education and Psychology.

**Ms. Jennifer Morgan, Board Secretary**

Jennifer Morgan serves on both the DV LA and Da Vinci Schools Boards. She has more than 12 years of experience in the hotel industry, including extensive work preparing The Ritz Carlton, Marina Del Rey Hotel for the successful attainment of the prestigious Malcolm Baldrige National Quality Award for exceptional quality and organizational performance excellence. Jennifer currently serves as Vice President of a South Bay insurance brokerage company and is owner of a home fitness and health business. Jennifer has served as PTA President for several Wiseburn schools and is the mother of two children who currently attend Da Vinci Schools. Jennifer's outreach to the Wiseburn community was instrumental in the start up of Da Vinci's high schools.

**Ms. Aurea Montes-Rodriguez, Member**

Aurea Montes-Rodriguez is the Executive Vice President at Community Coalition and has worked at the organization for more than 20 years. Born in Mexico and raised in South LA, she has been a key leader responsible for building the organization's youth programs to fight for educational equity, leading efforts to keep children in family care and out of the foster care system. Aurea oversees the strategic direction of Community Coalition's education reform campaigns to address the role policy plays in creating a more equitable society and develop the next generation of leaders. She has championed efforts to strengthen and support family care in South LA and to ensure that children who are no longer living with their parents receive better treatment and a fairer distribution of resources within the child welfare system. Aurea is a co-founder of Partners for Children South LA, a multi-agency initiative that seeks to improve children's development and reduce the risk of involvement with the child welfare system. She is an ex-officio Board Member with InnerCity Struggle, and a member of the Building Movement Project working to build capacity within the nonprofit sector to promote social justice at the national level.

**Mr. Christopher Taylor, Member**

Chris Taylor is Director of System Engineering at Northrop Grumman Aerospace Systems. In his role, Chris is responsible for satellite communication products spanning from conceptual design, proposal preparation, detailed design, manufacturing and test, and operational deployment. Chris leads strategies for future enhancements and capabilities, with focus on performance competitive assessments across satellite payload functions. He manages a project team of over 50 people across multiple simultaneous program phases with a budget of over \$100 million dollars. Chris attended Tuskegee University and graduated with a Bachelor's Degree in Electrical Engineering and earned a Master's of Science in Electrical Engineering from University of California Berkeley. Chris has served as a volunteer to help develop a STEM program at the Boys and Girls Club in Lomita. He has supported recruiting efforts, at UCLA, UC Berkeley, and national diversity conferences. Chris is a member of Wiseburn's Juan Cabrillo PTA, Site School Council, and a recent panel member at Da Vinci's "Honor Roll" dinner. Chris is a California native and has a daughter at Wiseburn's Juan Cabrillo Elementary.

**Dr. Carla McCullough, Member**

Dr. Carla M. McCullough is an Efficiency and Operations Consultant who hails from Chicago, Illinois. In her consultancy work, she supports individuals, small businesses, and schools with executive leadership and teacher coaching, as well as effective operations and efficiency practices. Carla began her career as an educator in Los Angeles Unified School District. She taught 6th grade English and History and Middle School Drama at Gompers Middle School, prior to becoming the school's Dean of Discipline. Passionate about the learning outcomes of her students, Carla served the Gompers community for nearly a decade before joining the staff of PBS-Health Services as the Assistant Principal and later Principal. In this role she was also elected to represent school administrators on the Principal's Leadership Cabinet. In

addition to her K-12 educational career, Carla worked as an adjunct professor at Loyola Marymount University and currently serves on the Associates Board for Teach for America Los Angeles, as well as the board for We The People High School in Long Beach, CA. Carla received a B.A. in Drama and Political Science from Spelman College in Atlanta, Georgia. She earned her M.A. in Elementary Education and Doctorate of Educational Leadership at Loyola Marymount University.

### **C. BOARD TRAINING AND SUSTAINABILITY**

The Board is committed to continuous improvement and on-going training to assist the Trustees in fulfilling their responsibilities as public charter school board members. To this end, the Board regularly seeks appropriate training and educational opportunities, both as a full Board and individually, including full Board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with governance experts on at least the issues of the Brown Act and conflicts of interest. Training and education for new Board members is also critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation. The school will maintain general liability and Board errors and omissions insurance policies as discussed below.

### **D. SCHOOL LEADERS AND STAFF**

The Board has ultimate responsibility to oversee the program to ensure the school's operational and fiscal success; however, RISE High's administrators and teachers carry out the day-to-day operations of the school. The CEO/Superintendent (CEO/Superintendent) of DV LA is the overall site manager and reports directly to the Board. The CEO/Superintendent is responsible for implementing policy, overseeing operations, hiring and termination decisions for all staff and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Principal/Executive Director to implement the educational program. The Principal/Executive Director is responsible for daily supervision and evaluation of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the CEO/Superintendent. (See Element 6, below.)

### **E. FAMILY AND COMMUNITY VOLUNTEERS**

RISE High believes firmly that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. Due to the diverse family structures of RISE High students, we recognize a student's "family" can be complex and may not always resemble a traditional family structure. To value this diversity, we include both family members and other adults who support students as valued members of a student's experience. Parents, mentors, teachers, and others who care about the student are all a part of the team, and are asked to participate in their student's educational experience. We ask, but do not require, student supporters to attend the following events:

- Fall Exhibition
- Fall Student-Led Conference
- Spring Exhibition
- Spring Student-Led Conference

- Site Council Meetings

Whenever possible, we ask volunteers to participate in additional activities such as:

- Volunteer in LCAP committee
- Guest speak for a Real World Skills Series
- Lead a Project Group
- Assist with the Annual Giving Campaign
- Chaperone a field trip
- Write a thank you email to a teacher
- Take your student on an educational field trip
- Take your student to see a college or university with an official admissions tour
- Attend a College Night
- Help a teacher with a specific project
- Translate documents into other languages

Although parental involvement is encouraged and can support the success of the student and the school, parents of all applicants and enrolled students will be notified that parental involvement is not a requirement for acceptance to, or continued enrollment at, RISE High. Furthermore, in accordance with EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, RISE High will not mandate parental volunteer hours as a criterion for admission or continued enrollment.

RISE High is responsible for screening of volunteers for the protection of students. Registered sex offenders under Section 290 of the Penal Code may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present and who will be unsupervised by certificated personnel at any time, must submit to a criminal background check pursuant to EC § 45125. All volunteers who work on campus during school hours must comply with current TB testing requirements as issued by LACOE.

#### **F. FORMATION HISTORY OF NEW CORPORATION TO OPERATE DA VINCI RISE HIGH**

Da Vinci Schools, a California nonprofit public benefit corporation, obtained approval for RISE High's countywide charter petition from Los Angeles County Board of Education. Da Vinci Schools operated RISE High from the beginning of the 2018-2019 school year until December 31, 2018. Da Vinci Schools: L.A. County, a California nonprofit public benefit corporation that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, became the operator of Da Vinci RISE High starting January 1, 2019.

DV LA's Board (described herein) includes members from across the County who can lend valuable expertise related to educating RISE High's target student population.

DV LA is an affiliated organization of Da Vinci Schools (e.g., subsidiary of Da Vinci Schools, enter into an educational services agreement, etc.). Da Vinci Schools provides educational and administrative services to DV LA, which includes dedicated support from the Da Vinci Schools executive staff, back-office support, pedagogical support, and more. DV LA shall operate independent of Da Vinci Schools, but will be able to leverage Da Vinci Schools' proven track record of operating successful charter schools for the benefit of RISE High and its students.

### **SCHOOL SITE COUNCIL**

In addition to the opportunities for parents described above, RISE High shall establish a School Site Council ("SSC"). SSC membership shall be comprised of the Principal /Executive Director, teachers (selected by teachers), other school personnel (selected by other school personnel), parents (selected by parents), and students (selected by students). The SSC shall be constituted to ensure parity between (a) the Principal/Executive Director, classroom teachers, and other school personnel; and (b) an equal number of parents and students. The SSC shall be responsible for numerous duties, including advising the Principal/Executive Director on budget priorities, outreach and recruitment, safety and discipline, community issues like wraparound services and supports, and developing, approving, monitoring and evaluating the school's School Plan for Student Achievement and the allocation and disbursement of Title I funds (as applicable).

### **ENGLISH LEARNER ADVISORY COMMITTEE (ELAC):**

RISE High will establish an English Learner Advisory Committee (ELAC) (if Da Vinci RISE High enrolls 21 or more EL students). The ELAC will review the LCAP and monitor its implementation at least annually, helping the Principal/Executive Director develop priorities for the upcoming year. The ELAC shall consist of numerous members, including parents/guardians of limited English proficient students in at least the same percentage as their children represent of the total number of students at Da Vinci RISE High.

Other members of the ELAC can include parents/guardians, RISE High staff, and community members (so long as the minimum percentage requirement for parents of limited English proficient students is maintained.) The ELAC will be responsible for advising the Principal/Executive Director and staff in the development of a detailed master plan for bilingual education for the school and submitting the plan to the RISE High for consideration. It shall also be responsible for advising the Principal/Executive Director, SSC, and others on programs and services to support EL students. The ELAC shall also assist in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance.

### **LEGAL AND POLICY COMPLIANCE**

RISE High shall comply with all applicable federal, state, and local laws and regulations, and LACOE policy as it relates to charter schools as long as such policy is consistent with state or federal laws applicable to charter schools.

Notwithstanding any conflict in the bylaws or the law controlling non-profit corporations, all business of DV LA and its Board, when conducting any of the business of or related to RISE High, shall comply with all laws controlling charter schools, specifically including provisions of the Ralph M. Brown Act, applicable

conflict of interest laws, the laws set forth in EC § 47604.1, as added by SB 126 (2019), and DV LA's conflict of interest policy.

The Board generally meets at least once every two months; all meetings are noticed and held in accordance with the Brown Act. With regard to all matters pertaining to the operation of RISE High, meetings of the Board shall be called, noticed, and held in compliance with the provisions of the Ralph Brown Act. All Board meetings are held within the boundaries of LACOE, rotating at different school sites or the administrative offices, with telephonic participation available within the requirements of the Brown Act. Agendas for regular meetings will be distributed to each member of the Board and will be posted at the meeting location or school site and on the website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings shall be posted at the meeting location or school site on the website for public viewing at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the corporate records and available for review by the public.

RISE High shall send to LACOE copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act, as well as copies of all Board meeting minutes within one week of Board approval of the minutes. Timely posting of agendas and minutes on RISE High's website will satisfy this requirement.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail.

RISE High shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and EC § 47604.33.

### **RESPONDING TO INQUIRIES AND NOTIFICATIONS**

In accordance with EC § 47604.3, RISE High shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from the LACOE, or from the Superintendent of Public Instruction (SPI) and shall consult with LACOE, or the SPI, regarding any inquiries.

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, RISE High has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

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**ELEMENT 6: EMPLOYEE QUALIFICATIONS**

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*“The qualifications to be met by individuals to be employed by the charter school.”*

**[EC § 47605.6(b)(5)(F)]**

RISE High believes that all persons are entitled to equal employment opportunity. RISE High shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**QUALIFICATIONS OF SCHOOL EMPLOYEES**

RISE High ensures that all legal qualification requirements are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at RISE is required to meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Board and/or the CEO/Superintendent. The number, type, mix, and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must comply with current TB testing requirements as issued by LACOE.

RISE adheres to ESSA requirements with respect to teachers and paraprofessional employees. Teachers are required to meet the requirements for employment as stipulated by EC § 47605.6(l). Teachers are required to hold a Commission on Teacher Credentialing certificate, permit, or other document required under EC § 47605.6(l) or other applicable law, as amended from time to time.

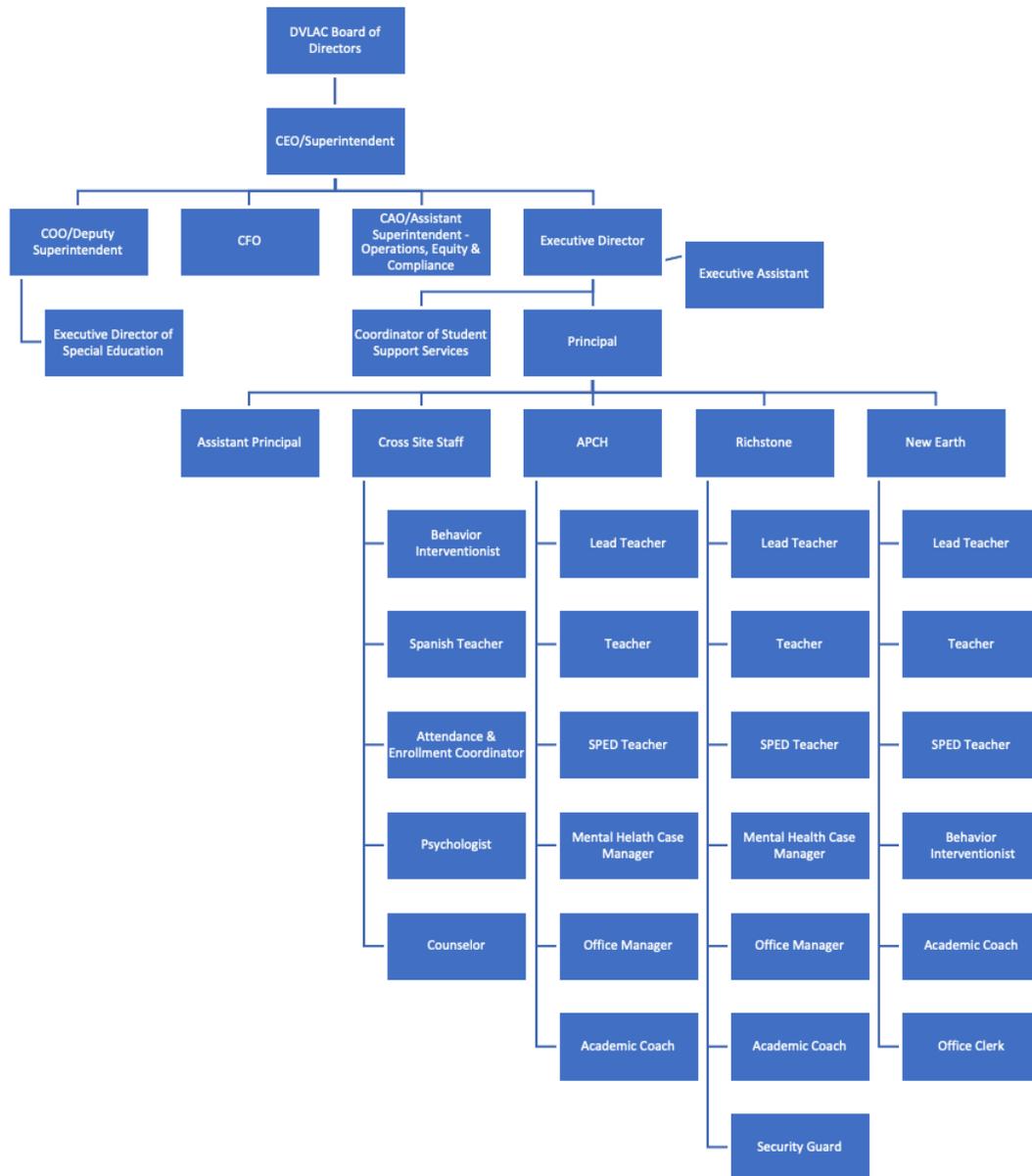
## ORGANIZATIONAL CHART

The organizational chart sets forth staff roles, who serve ultimately under the direction of DV LA Board of Trustees.

### Da Vinci Schools: LA County Board of Directors

Dr. Lida Jennings – President  
 Jennifer Morgan – Secretary  
 Aurea Montes-Rodriguez - Member

Dr. Carla McCullough - Member  
 Dr. Tom Johnstone – Member  
 Chris Taylor - Member



Da Vinci RISE High School is a dynamic institution focused on meeting the educational, social-emotional and material needs of some of the most at-risk youth in the city. With that commitment, our staff is composed of equal parts educators and mental health practitioners. As a school, we have assumed a traditional leadership model. However, as a wraparound services institution, we must rethink these structures to create a sustainable and fiscally responsible model. As such, we have included the Coordinator of Student Support Services role who is an administrator in charge of the management and development of the student support services department. This leader would also oversee social emotional, therapeutic, and behavioral programming. This role also serves as the Community Organizer for the CCSPP Grant.

In our previous model we were dependent on having a credentialed administrator at each site. In this new model, we increase leadership oversight through the lead-teacher framework. This model was inspired by other IS schools like Altus School, UCLA Community School or Social Justice Humanitas Academy that leverage internal leadership to deploy lead teachers/staff under the guidance of the Principal. This allows for one consistent leader to drive decisions and processes who can guide the lead teacher/staff to run daily operations.

This leadership structure designates a specialist within each of the core components of the overall model, rather than staffing a specialist every time we add a new micro-school site. If we can effectively distribute leadership, RISE will have the capacity to create a sustainable model of small schools equipped to provide students with robust services and outcomes.

#### **A. CENTRAL OFFICE STAFF**

##### **Chief Executive Officer/Superintendent (CEO/Superintendent)**

The Board of Trustees is responsible for selecting the CEO/Superintendent. The CEO/Superintendent provides general oversight of the DV LA programs and reports directly to the Board of Trustees. The CEO/Superintendent is also responsible for all of the schools' overall performance and success in fulfilling the goals stated within its vision and mission. The CEO/Superintendent focuses on the broader mission of each school, including evaluation of the schools' effectiveness, fundraising, community relations, strategic planning and implementation of the Board's objectives, and the other duties described below.

Selection of the CEO/Superintendent will be based on proven experience meeting the following qualifications:

- Relevant experience with school and organizational leadership and innovation; a Master's Degree or higher in an appropriate field is desired
- Relevant successful experience as a school administrator and classroom teacher
- Ability to fulfill the role of visionary leader for the organization
- Entrepreneurial ability
- Expertise in curriculum design, supervision, and evaluation
- Ability to communicate effectively, verbally and in writing, with diverse groups, the Board and the community
- Have strong, positive interpersonal skills
- Demonstrate knowledge of current educational research and practice
- Demonstrate ability to facilitate effective, responsible, personal, and collaborative decision-making practices
- Interest in the charter school model of public education and commitment to the charter school's success
- Relevant academic and professional preparation to be successful

- Ability to advocate effectively on behalf of the school and to spearhead fundraising efforts
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board

The CEO/Superintendent is responsible for:

- Overseeing charter petition development, renewals, and any necessary material revisions in partnership with the County Board
- Ensuring that the school enacts the vision and mission of RISE High and their individual school site missions
- Working with the Board to set policy, engage in strategic planning for the organization, oversee school operations and ensure proper governance, including compliance with the Brown Act
- Developing a strategic operational and development plan in consultation with the Board
- Managing all fiscal and business operations including annual budgets for each school site and the DV LA organization, overseeing back-office and management systems, and providing to the Board any other required reports (including annual audit);
- Hiring, supervising, coaching, and evaluating school Principals/Executive Director and lead staff, including holding school leaders accountable for attaining ambitious student achievement goals and fulfilling RISE High's mission
- Hiring, supervising and evaluating all central office staff
- Making hiring and termination decisions regarding all school site personnel in collaboration with Principals/Executive Director's
- Overseeing student outreach and recruitment, school lotteries and admissions
- Overseeing parent and community involvement in school life
- Consulting regularly with school site Principals/Executive Director's regarding student and staff performance
- Establishing organizational and school site policies and protocols and ensuring effective implementation, including personnel policies, annual calendar, professional development for staff, health and safety, fiscal policies and more
- Ensuring organizational and school site compliance with applicable laws, regulations and local policies and all reporting requirements
- Participating in dispute resolution procedures and complaint procedures when necessary
- Participating in suspension and expulsion decision-making process, as needed
- Presenting independent fiscal audit annually to the Board and appropriate district, county and state agencies
- Leading relations with school districts, counties, and other local educational agencies
- Leading development and implementation of partnerships with industry, college and community service organizations

**Chief Administrative Officer/Assistant Superintendent: Operations, Equity, & Compliance (CAO/Assistant Superintendent)**

The CAO/Assistant Superintendent reports to the CEO/Superintendent and serves as an integral member of the charter management team. The CAO/Assistant Superintendent will have primary day-to-day responsibility for planning, implementing, managing and controlling all program and operations-related activities of RISE High. The CAO/Assistant Superintendent works in partnership with the CFO to provide the leadership, management and vision necessary to ensure that the organization has the proper operational controls, administrative and reporting procedures, and people systems in place to

effectively run the organization and to ensure financial strength and operating efficiency.

*Primary Responsibilities:*

- Serve as liaison to LACOE for RISE High and provide assistance in accessing resources and services for homeless, foster, and at-risk students.
- Work effectively with district and county agencies on behalf of RISE High.
- Provide day-to-day leadership and management guidance to the charter management team that align with the organization's mission and core values.
- Interpret, develop, recommend and oversee implementation of policies and regulations that govern the overall operation of RISE High, ensuring consistency and cohesiveness across the organization.
- In close collaboration with the CEO/Superintendent, coaches, supports, supervises and evaluates the Principal/Executive Director.
- Supervise and evaluate IT, facility and athletic directors, providing programmatic support as needed.
- Assist site administrators in the management and build out of school programs.
- Lead all extraordinary student discipline cases working with site administrators and cabinet.
- Oversee state testing procedures and compliance across all sites.
- Coordinate school site safety and security needs of the organization and school sites.

*Knowledge of:*

- Collaborative, consensus-building approach to management and decision-making.
- Understanding of, and deep appreciation for, RISE High's mission and culture.
- Standard accounting practices and business administration principles.
- Program planning and implementation skills.
- Evaluation approaches, strategies, and techniques.
- Organization operations, policies, and objectives.
- Have strong time management and organizational skills with the ability to prioritize multiple tasks.
- Google Drive and Microsoft suite including Word, Excel and PowerPoint.

*Ability to:*

- Process and handle a broad range of confidential information with discretion.
- Effectively lead, train, supervise, motivate, and evaluate assigned staff.
- Apply a high degree of independent judgment and exercise positive problem solving behavior and conflict resolution skills to resolve both minor and major incidents.
- Plan small and large-scale training events for staff.
- Coordinate and direct campus personnel, students, and members of the public to assure safety in emergencies, drills, and other critical situations.
- Assess, manage, implement, use, and apply technology in the management and delivery of programs and services.
- Prioritize, problem solve and meet deadlines with accurate attention to detail while working with frequent interruptions.

- Interact and collaborate effectively with colleagues, contractors, other departments, and the public.
- Write clearly and concisely using good grammar, spelling, punctuation and sentence structure.
- Embody and advocate the mission, core values and strategic direction of the organization.
- Work a flexible schedule, including evening/weekend assignments and occasional long shifts.

*Qualifications & Requirements:*

- Bachelor's or Master's degree in business or educational administration.
- Training in the broad aspects of school administration. Experience and understanding of the laws and practices governing and distinguishing charters and district schools is preferred.
- Experience working with at-risk populations including homeless, foster and probation youth.
- Three years of increasingly responsible management experience in operations, program coordination, or other related field.
- Supervisory experience in leading a team and direct oversight or others.
- Previous experience working within an academic institution a must.
- Must be able to pass live scan background check and provide TB clearance.
- Possession of a valid California driver's license is required.

**Chief Operating Officer/Deputy Superintendent (COO/Deputy Superintendent)**

The COO/Deputy Assistant reports to the CEO/Superintendent and serves as an integral member of the charter management team. The COO/Deputy Assistant is responsible for overseeing the personnel functions of the organization including hiring processes, credentialing, employee relations, compensation and benefits. The COO/Deputy Assistant works closely with the CEO/Superintendent, CAO/Assistant Superintendent and CFO on activities in support of the mission and objectives of Da Vinci Schools.

*Duties and Responsibilities:*

- Serves as a senior member of the DV LA leadership team, providing support to the CEO/Superintendent on the DV LA's mission and culture.
- Serves as an advisor to the CEO/Superintendent regarding items pertaining to personnel management and employer/employee issues, and other leadership team matters.
- Plans and directs the development and implementation of the organization's human resources functions for certificated and classified personnel, including risk management, legal compliance, employee safety, workers compensation, along with related training and development of employees.
- Responsible for planning and leading professional development meetings, trainings and opportunities for classified support staff (e.g. office managers, administrative services managers, office clerks).
- Coordinates hiring and employment processes and procedures; consults and assists supervisors and other administrators in the recruitment, interview, selection, and placement of employees.
- Assists the CEO/Superintendent and Principals in determining staffing needs and ratios, and works with CFO to assure appropriate position controls are in place that align with school budgets and staffing allocations.
- Responsible for the onboarding of all new employees and assuring all requirements have been met, including background check clearance, work authorization and certification of prior education and work experience.

- Oversees and administers the CA DOJ Background Clearance process for employees and volunteers including subsequent arrest notifications.
- Manages employee classification system coordinated with the development and updating of job descriptions for all positions.
- Interprets and implements organizational regulations and administrative procedures regarding employee contracts, salary placements, and stipends for additional duties.
- Monitors wage and salary schedules to assure they are competitive and attractive to prospective employees.
- Responsible for generating and issuing annual contracts and letters of employment as per board approval.
- Prepares and assures compliance with annual reasonable assurance notifications to hourly and variable hour employees as per state regulations.
- Supervises daily and monthly time reporting and verifies payroll reports for accuracy.
- Administers employee requests for leaves of absence, sick leave, vacation, termination, promotion, or retirement from service and oversees appropriate payroll adjustments with the payroll office.
- Investigates and assists in resolving employee grievances, working with CEO/Superintendent, CAO/Assistant Superintendent and legal team as necessary.
- Supports supervisors with performance improvement plan (PIP) process.
- Plans and directs the organization's program of employee insurance benefits and services, coordinates open enrollment with benefits brokers and insurance representatives, and processes all requests for benefit changes.
- Supervises and monitors the implementation of workers compensation policies and procedures, and oversees reporting on all work-related injuries.
- Performs as the custodian of personnel records for all certificated and classified employees.
- Supports faculty in meeting state and federal teacher credentialing requirements.
- Working with CFO, develops and maintains human resources department budget.
- Recommends policy and procedural changes concerning personnel board policies.
- Completes employment verification forms, such as requests from EDD, loan processors and other employers.
- Maintains records as required by law, board policies, and/or the regulation of state and federal agencies.
- Coordinates and supervises the required employee safety and mandated trainings of the organization, including legally required safety certification trainings for all staff, such as blood borne pathogen, hazardous materials handling trainings, mandated reporter and harassment trainings.
- Reviews and recommends changes/corrections/additions to Employee Handbook annually
- Promotes positive employee/employer relations.
- Establishes and maintains cooperative working relationships with the back office accounts payable providers and payroll office personnel.
- Stays up to date with employment laws and regulations.
- Participates in professional development opportunities to keep the organization compliant with Human Resources.
- Attends meetings and sessions in support of DV LA's mission and objectives, including leadership meetings, professional development and governing board meetings.
- Other related duties as assigned that support the overall objectives of the organization.

*Ability to:*

- Maintain privacy of confidential information.
- Meet deadlines, maintain accurate records, and maintain cooperative working relationships.
- Communicate effectively, both orally and in writing, with a diverse range of individuals or groups.
- Exercise independent judgment and decision-making and inspire decision-making by others
- Work in a fast paced environment and be able to successfully manage multiple competing priorities.
- Gather, analyze data, and disseminate information.
- Utilize skills in computers using spreadsheets, databases, and word processing.
- Supervise and evaluate the performance of assigned staff.
- Be a strong conceptual thinker with pragmatic approach to driving day-to-day operations.
- Collaborate with others and work effectively in a team environment.
- Must have a valid driver's license and valid insurance.

*Knowledge of:*

- DV LA's mission and culture.
- Human resource management and talent development with an ability to provide a high level of customer service.
- Applicable laws, codes, regulations, policies and procedures.
- Program planning and implementation.
- Evaluation techniques and strategies.
- Collaborative, consensus-building approaches to management and decision-making.

*Qualifications/Requirements:*

- Master's or higher degree from an accredited institution of higher learning.
- Proven record to lead and manage people and situations effectively and consistent with the organization's core values and a servant leadership mindset.
- Three+ years' experience in a human resources or similar position in an educational setting, charter school experience preferred.

**Chief Financial Officer (CFO)**

The CFO reports to the CEO/Superintendent and serves as an integral member of the charter management team. The CFO provides the leadership, management and vision necessary to ensure that the organization has the proper fiscal controls, administrative and reporting procedures, and people systems in place to effectively run the organization and to ensure financial strength and operating efficiency. The CFO will have primary day-to-day responsibility for planning, implementing, managing, and controlling all financial-related activities of the charters. This will include direct responsibility of budget, accounting, forecasting, strategic planning, and federal and state reporting and compliance.

*Primary Responsibilities:*

- Serve as key financial advisor to CEO/Superintendent and DV LA Board

- Direct, plan, organize, and control charter-wide accounting operations and activities including the preparation, development and monitoring, review, of individual school and organization-wide budgets, funds and accounts
- Assure protection of assets by developing, coordinating, and overseeing administration of strong internal accounting policies, controls and procedures for accounting operations that include but are not limited to revenues and reimbursements, expense budgets, accounts receivable, contracts and accounts payable, payroll, grants and entitlements, attendance accounting and other special funds
- Develop LCAP timeline process, and provide school site support to ensure established timelines are met
- Prepare the Local Control Funding Formula calculation, as needed
- Prepare risks and opportunities to budget analysis to be completed each August
- Direct the preparation of preliminary, interim, and final budgets; prepare and present monthly financial reports at Board meetings
- Direct and participate in the final year-end financial reporting process to ensure compliance as required by law; operate as lead contact for annual audit
- Monitor, evaluate balances and reconcile categorical and various other accounts, funds and budgets
- Assure accurate accounting of funds including income and expenditures; initiate budget and fund transfers and adjustments as appropriate; audit accounts for errors and make appropriate corrections
- Participate in establishing fiscal timelines, and implement annual departmental goals, objectives and priorities
- Manage school site and program budgets; prepare monthly account balance reports, and meet with school and program administrators regularly to review individual budgets and assist with the realization of department goals
- Direct and prepare analyses of program and special fund costs and methods of financing, including long-range multi-year projections
- Oversight of state, federal and private foundation grants
- Analyze rental potential of facilities and track associated revenue
- Monitor and provide feedback regarding the operations of various departments to assure smooth and efficient fiscal and budgetary functions and activities
- Supervise performance of assigned business office personnel
- Develop competitive and fiscally responsible and affordable compensation systems for all employees
- Attend Board and other official meetings and proceedings on DV LA's behalf
- Other related duties as assigned that support the overall objective of the position

*Knowledge of:*

- Extensive background in accounting, finance and school finance
- Program planning and implementation skills
- Evaluation approaches, strategies, and techniques
- Collaborative, consensus-building approach to management and decision-making
- Understanding of, and deep appreciation for, the DV LA mission and culture

*Ability to:*

- Gather, analyze data, and disseminate information

- Understand and prepare all Federal and State financial reports
- Interpret and apply laws, rules, and standards
- Utilize skills in computers using spreadsheets, databases, and word processing
- Supervise and evaluate the performance of assigned staff
- Analyze and resolve critical financial issues with significant organizational impact
- Work tactfully and effectively with administrators, employees, and the public
- Work independently with little direction
- Demonstrate outstanding interpersonal, oral and written communication skills

*Qualifications/Requirements:*

- Bachelor's or Master's degree in accounting, finance, and/or business
- Training in the broad aspects of public school administration with emphasis on school business administration and school finance; experience and understanding of the laws and practices governing and distinguishing charters and district schools is preferred; CBO certification a plus
- Three or more years' experience in a responsible fiscal position in a public school setting, charter school experience preferred

**School Nurse**

Under the direction of the CSSO, the School Nurse conducts the health services program for RISE High for the evaluation, improvement, and protection of the health of students and school personnel in accordance with state law and Charter policies and procedures.

*Primary Responsibilities:*

- Evaluate the health and development status of each student through nursing diagnosis and use of appropriate evaluation techniques
- Assist in the appropriate educational placement of exceptional children and youth
- Protect the wellbeing of students in the school
- Assist students adapt to temporary and irremediable health problems
- Set and maintain standards of emergency care to minimize the effects of accidents and illness in the schools
- Assist in the provision of a safe and healthful school environment
- Act as a school health consultant liaison to community agencies and medical care facilities
- Supervise the maintenance of the cumulative health record for each student
- Serve as a resource person to staff and students in all areas of health education
- Conduct, supervise or coordinate vision, hearing, and dental screening of students
- Conduct communicable disease control and prevention program
- Refer students with health problems to the family health advisor or a public agency
- Make home visits when necessary
- Provide follow-up recommendations for care of children with health problems
- Prepare required reports
- Participate in collection of research data pertaining to school health.

Ability to:

- Communicate effectively in oral and written form
- Understand and carry out oral and written directions with professionalism
- Establish and maintain cooperative organizational and community relationships
- Select and requisition supplies and maintain required records

- Identify and diagnose student health needs

*Qualifications/Requirements:*

- R.N. and Health and Development or Designated Services Credential (Candidates in progress accepted)
- Certificate of Audiometry Required or in Progress

## **B. SCHOOL SITE STAFF**

### **Principal/Executive Director**

To serve as the lead administrator of RISE High Schools in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

**Responsibilities:**

- Pursue the vision and execute the mission of the school and organization;
- As the head of school, provide leadership and direction to staff (including other administrative staff- Assistant Principal, Office Manager, Office Clerk, School Counselors, consultants, and all teachers);
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs;
- Provide educational leadership in developing, implementing and evaluating the School Improvement Plan, including the LCAP, Single Plan for Student Achievement and other federal and state compliance reporting requirements;
- Recruit, interview and recommend qualified teachers;
- Evaluate and support teachers as it relates to student success and classroom management by providing training and professional development opportunities;
- Directs the development of the master schedule and assigns teachers according to identified student needs;
- Oversee and support the counseling program including social, academic, career and college support;
- Conducts staff meetings that involve staff in the discussion of instructional programs that focus on student success, policy changes, potential problems, and resolution of existing problems;
- Prepare materials in conjunction with Chief Executive Officer for Board meetings, including student academic achievement data based on comparative and longitudinal measures;
- Develop the vision for and oversee development of summer school and afterschool/extracurricular programs;
- Identifies and pursues additional funding options outside of ADA to ensure fiscal sustainability within a high-supportive, intensive staffing model;
- Manages and supervises the school's finances, including the preparation and disbursement of the school's budget and internal accounts;
- Oversee WASC accreditation, charter petition renewal and other related requirements;
- Administering the Da Vinci RISE High learning centers in conformity with the adopted policies of the Board and the rules and regulations of the State Department of Education and in accordance with State statutes pertaining to countywide charter schools operating under the authorization of Los Angeles County;

- Developing and recommending Board policies, including administrative procedures and regulations for implementation;
- Represent the charter organization at all appropriate public and private functions such as business groups, meetings of area charter schools and cooperative or SELPA special education units, the CDE
- Provides leadership and support for the Da Vinci RISE Advisory Board; fostering strong relationships and collaborating with the Advisory Board to consistently strengthen the RISE model, academic achievement, and service provision for students;
- Demonstrated competencies and leadership experience in promoting academic and social-emotional instructional programs that reflect diversity, equity, inclusion and anti-racism;
- Leads and supports administrative leadership in collecting and sharing data and information regarding Da Vinci RISE success metrics to demonstrate the need for similar models;
- Implement and follow Board policies and procedures;
- Provide a safe environment for learning;

**Qualifications:**

- Bachelor's Degree required; Master's Degree preferred;
- Hold a California administrative services credential;
- Exhibited leadership and professionalism in working with staff, students, community, along with local agencies and organizations;
- Demonstrated successful teaching experience and other school roles;
- Agreement with and commitment to the goals and philosophy of RISE High Schools.

**Assistant Principal**

The Assistant Principal supports the Principal/Executive Director in the overall administration and operation of the school to ensure continuous improvement in student performance and success, customer satisfaction, performance management and compliance.

*Duties and Responsibilities:*

- Assist in providing educational leadership in developing, implementing and evaluating the WASC Action Plan.
- Support the overall school improvement process including conducting teacher observations, modeling best practice, and analyzing student data.
- Participate in management meetings and other activities appropriate for continual professional development.
- Implement guidelines for proper student conduct and disciplinary procedures and policies, based on the Student Code of Conduct, which assures a safe and orderly environment.
- Assist the Principal/Executive Director with student suspensions and expulsions.
- Work with and assist faculty in the development of effective classroom discipline and organization, supporting teaching and learning in the classroom.
- Prepare required reports and paperwork such as discipline reports, suspension reports, expulsion packets, discrimination complaints, parent communications, and other paperwork as assigned.
- Attend IEP and Section 504 meetings and provide guidance/support as needed to the Special Education team.

- Assist in coordination of school site testing for the State Testing, Physical Fitness Test, and ELPAC; assist with scheduling, ordering tests, coordinating staff training, distributing and collecting test materials in accordance to established guidelines.
- Assist in the selection and mentoring of staff by observing and evaluating teacher performance as they relate to student learning and provides coaching, feedback and provides assistance as needed.
- Assist in conducting staff meetings that involve the discussion of instructional programs that focus on student achievement, policy changes, system issues, and problem identification and resolution.
- Creating schedules as well as providing support and supervision for Academic Coaches.
- Provide supervision while maintaining visibility about the campus and classroom.
- Utilize data and current educational best practices in the planning and preparation of the school instructional program.
- Assist in management and supervision of school-sponsored events, and in maintaining a calendar of all school events.
- Work as a team member to meet the system-wide needs of the organization.
- Facilitate positive communications among students, parents, teachers and support staff in daily interactions.
- Assume the full responsibilities of the school in the Principal/Executive Director's absence.
- Perform other duties as assigned by the Principal/Executive Director or CEO/Superintendent.

*Qualifications:*

- Hold administrative certification or work toward certification within the year
- Exhibit leadership and professionalism in working with staff, students, and the community
- Demonstrate successful teaching experience and other school roles
- Agreement with and commitment to the goals and philosophy of the charter school

**Teachers**

RISE High employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and required under EC § 47605.6(l) or other applicable law, as amended from time to time. Teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in RISE High's operation policies. The special education teacher will meet the needs of RISE High's special education population. Full biographies of the teaching staff are provided on the school website.

Pursuant to the teacher qualification requirements under ESSA and applicable State Law, all RISE High teachers will meet applicable certification and licensure requirements. Applicants to teach in our program are evaluated based on the following qualifications:

- Demonstrate expertise in subject area and the ability to communicate the appropriate knowledge to each student
- Possession of a CLAD/BCLAD credential
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading
- Willingness to connect student learning to relevant 21<sup>st</sup> Century Skills and opportunities.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and to ensure continuous improvement of student learning

- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others
- Competence using advanced technology as a learning tool: willingness and ability to integrate technology into teaching and student learning
- Outstanding classroom management skills
- Belief in the RISE High mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education
- Willingness to work as a vital part of the school team to ensure continuous improvement for students, staff, and community as a whole
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed, and the willingness to do what it takes to make that happen
- Desire and ability to engage in continuing education, staff development, and skill upgrading.
- Positive references from most recent employment and/or college or graduate school

### **School Counselor**

Under the direction of the Principal/Executive Director, the School Counselor provides a full range of school counseling services to students, including academic, college readiness and social-emotional supports, screening and assessment, individual and group counseling.

#### *Duties and Responsibilities:*

- Create and implement both academic and therapeutic interventions for the purpose of fostering better mental health and positive learning outcomes for all students
- Consult with school staff and parents regarding the behavioral, social, and emotional needs of students, and recommend appropriate support strategies
- Conduct in-service training for staff around student support
- Collaborate with school staff on implementation of Restorative Practices and Trauma-Informed Care
- Provide crisis counseling and referrals for students, as needed
- Consistently and routinely update case files for students – both academic and socioemotional – utilizing available student information systems (*i.e.*, PowerSchool, Google Classroom, Naviance)
- Attend and participate in school guidance meetings such as site attendance meetings, School Success Team meetings, 504 meetings, Positive Behavior Support Plan meetings, and IEPs
- Collaborate with Advisors to create and implement college & career readiness plans for students
- Seek out, accept, and implement feedback and coaching from school leadership
- Create and implement school-wide trainings, information sessions, and workshops for students, teachers, parents and families around college readiness (*e.g.*, College Information Sessions, College Application Workshops, FAFSA Workshops, Financial Aid Information Sessions, etc.)
- Adhere to ethical standards of the counseling profession, and abide by the laws, policies, and procedures that govern the school
- Participate in ongoing professional development opportunities in order to constantly grow in the role
- Serve as a member of the Student Support Services Team

*Desired Skills and Experience:*

- Strong sense of possibility, unwavering belief in, and relentless support for all students
- Excellent organization, time-management, and follow-up skills
- High sense of urgency
- Ability to successfully handle multiple cases concurrently
- Experience in trauma-informed care and trauma-responsive environments
- Experience working with students who have: experienced homelessness or housing instability; been involved in the foster care system; been involved in the juvenile justice or probation systems; and/or experienced other adverse childhood experiences resulting in trauma
- Knowledgeable about mental health resources and wraparound support services available in the larger community, so as to connect students and families with appropriate services
- Commitment to student learning – both academic and personal
- Commitment to holistic student care
- Use of interventions that support positive development and increased independence
- Strong communication, interpersonal, and presentation skills with demonstrated ability to write clearly and persuasively and to interact effectively with various audiences
- Reflective and responsive to feedback; growth mindset about self and others
- Interested in working with a wide range of student supporters and stakeholders (*i.e.*, students, colleagues, parents & families, mentors, service providers, case managers, etc.)
- Excited about working closely with teachers and school leadership

*Qualifications:*

- Pupil Personnel Services (PPS) Credential
- Experience with diverse needs of high school aged students (in our case, a fairly large age range of 13-22) and their families/support networks
- Knowledgeable about effective counseling theory and practices

**School Psychologist**

The School Psychologist provides a full range of psychological and behavioral services to high-school students (aged 13 - 22) including screening and assessment, individual and group counseling, and coordination with outside mental health and wraparound service agencies. The School Psychologist will function as a member of the IPE team to determine student's eligibility for special education services, appropriate programming, and monitoring progress.

*Duties and Responsibilities:*

- Provide individual and group services that emphasize improved educational performance, positive social skills, behavioral functioning, and overall improved mental health and wellness
- Screen and evaluate referred students (includes selecting appropriate screening/assessment instruments, administering assessments, conducting observations, and writing reports, evaluation findings and educational recommendations)
- Provide training and consultation support to behavioral aides, paraprofessionals, teachers and staff
- Collaborate with school leaders, special education teachers, and staff on strategies for supporting struggling students in Student Study Teams, and Crisis Response and Planning
- Seek out, accept, and implement feedback and coaching from school leadership
- Supervise Psychology Interns, as necessary
- Participate as active member of IEP team

- Consult with parents, families, and student supporters to conduct trainings as needed regarding behavior supports, disability awareness, and appropriate accommodations/ modifications
- Conduct Educationally Related Intensive Counseling assessments, as assigned
- Conduct Functional Behavior Assessments, as assigned
- Maintain current database of community resources and agencies available to support students and families in the areas of learning problems, life skills, social skills, communication, behavior, self-esteem, problem-solving, and/or conflict-resolution
- Serve as a liaison for school referrals to community resources; maintain contact with outside community agencies; appropriately utilize outside agencies based on the needs of identified students
- Serve as a member of the Student Support Services Team

*Desired Skills and Experience:*

- Experience in trauma-informed care and trauma-responsive environments
- Experience working with students who have: experienced homelessness or housing instability; been involved in the foster care system; been involved in the juvenile justice or probation systems; and/or have experienced other adverse childhood experiences resulting in trauma
- Knowledgeable about mental health resources and wraparound support services available in the larger community, so as to connect students and families with appropriate services
- Commitment to student learning – both academic and personal
- Commitment to holistic student care
- Utilize interventions that support positive development & increased independence
- Strong communication, interpersonal, and presentation skills with demonstrated ability to write clearly and persuasively and to interact effectively with various audiences
- Reflective & responsive to feedback; growth mindset about self and others
- Strong sense of possibility, unwavering belief in, and relentless support for all students
- Knowledgeable about applicable State and Federal laws and California Education Code related to general and special education programs and students
- Use of various forms of psychological tests and assessments
- Spanish bilingual preferred, but not required

*Qualifications:*

- Must possess a Bachelor's or Master's degree in Psychology or related field
- Pupil Personnel Services Credential with Specialization in School Psychology desired
- Specialized training in Applied Behavioral Analysis recommended but not required
- Specialized training in Trauma-Informed and/or Trauma-Responsive Care desired

**Manager of Services and Partnerships**

The Manager of Services & Partnerships must be passionate about youth development, capable of connecting systems and organizations in creative ways in order to create comprehensive wraparound services for RISE High students, and able to manage partnerships and communications across a wide variety of RISE High supporters and stakeholders.

*Duties and Responsibilities:*

- Create equitable student experiences at various RISE High Learning Sites
- Deliver professional development sessions to various audiences
- Plan, implement and manage event planning with numerous contributing parties

- Establish relationships with multiple stakeholders and partners and manage competing political and time interests
- Serve as a liaison between RISE High and partners including service providers, corporate, government, and volunteers
- Research and pursue potential partnerships and make recommendations for next steps
- Attend relevant community meetings, service provider collaboratives, and networking sessions to build relationships and collaboration with existing organizations
- Help draft community-facing newsletters and materials, including newsletters and social media
- Create opportunities to meaningfully engage RISE High supporters and Board
- Serve as Point Person for Public Relations firm
- Manage correspondence with partners and services providers
- Develop and maintain RISE High Community Calendar
- Develop a menu of comprehensive wraparound services for RISE High students across Learning Sites
- Research best practices and collaborate with service providers to refine continuum and coordination of care for RISE High students
- Conduct staff-wide professional development sessions on RISE High partnerships and resources
- Assist in outreach and student recruitment through collaboration with partners
- Serve as a member of the Student Support Services Team alongside School Counselors and School Psychologists
- Facilitate weekly case conferencing with Case Managers and Advocate Counselors at each RISE High Learning Site, and seek out additional supportive services for students as needed
- Provide support, training, and development for Case Managers and Advocate Counselors

*Desired Skills and Experience:*

- Familiarity with the complex social-emotional needs of homeless and foster youth
- Knowledge and understanding of student wraparound and support services essential; clinical background a plus (MSW)
- Comfortable working with youth from a variety of cultural, linguistic, religious backgrounds
- Politically savvy
- A deep understanding of RISE High mission, vision, and programmatic details in order to accurately represent the school at events and meetings
- Advanced public speaking and communication skills
- Strong organization and time management skills
- Ability to conduct research and seek out resources to better understand existing agencies and organizations and how a partnership may benefit students

*Qualifications:*

- At least 5 years in field of education and/or with nonprofit organization
- Bilingual (English/Spanish) preferred

**Office Manager**

The office manager serves as the main point of contact for families during the day as well as overseeing school operations such as attendance, field trips, and other duties, as described below.

*Duties and Responsibilities:*

- Oversee the day-to-day front office needs (including greeting visitors, scheduling tours, meeting needs of parent/teacher/student)
- Perform general clerical functions (*i.e.*, scheduling, copying, faxing, mailing, etc.)
- Oversee student data in PowerSchool
- Oversee cumulative records and files on student
- Manage enrollment of new students, ensuring all documentation has been received (and work with Children's Law Center, LACOE, and other partner organizations to locate missing documentation)
- Prepare exit paperwork for students withdrawing
- Direct and supervise students sent to office for health or behavioral reasons
- Coordinate first aid and prescription medicines to students
- Coordinate and manage acquisition of photos and IDs
- Organize luncheons (*i.e.*, calendar, location, payments), including processing free and reduced-price lunch applications and payments submitted
- Operate point of sale (POS) system for meal program during student lunch time
- Coordinate bus acquisition and permission slips for field trips, athletics, etc.
- Follow established emergency preparedness procedures during drills and emergency situations; maintain emergency records and reports
- Work with Manager of Services and Partnerships to oversee communications to families and community (*i.e.*, teleparent, newsletters, handbook, calendar, social media)
- Oversee parent volunteers and the tracking of family service hours
- Assist in translation when necessary (*i.e.*, IEP/Section 504 meetings, student enrollment, parent/family-teacher meetings)
- Maintain inventory of supplies (*i.e.*, copier, office, custodial, health) by checking stock to determine inventory level, anticipating needed supplies, evaluating new office products, placing and expediting orders for supplies, and verifying receipt of supplies
- Coordinate availability of facilities and equipment
- Coordinate school apparel orders and process requests with vendors
- Assist with the logging of staff absences and submission of Certificated and Classified time cards
- Coordinate custodial and maintenance requests
- Support school leadership and staff as needed

*Desired Skills and Experiences:*

- Strong communication and interpersonal skills with demonstrated ability to write clearly and persuasively and to interact effectively with various audiences
- Reflective & responsive to feedback; growth mindset about self and others
- Excellent organization, time-management, and follow-up skills
- Ability to successfully handle multiple projects and tasks concurrently
- Ability to plan, implement and manage event planning with numerous contributing parties
- High sense of urgency
- Strong sense of possibility, unwavering belief in, and relentless support for all students
- Commitment to creation of trauma-responsive environment throughout school
- Interested in working with a wide range of student supporters and stakeholders (*i.e.*, students, colleagues, parents and families, mentors, service providers, case managers, etc.)
- Excited about working closely with teachers and school leadership

- Comfortable working with youth from a variety of cultural, linguistic, religious backgrounds
- A deep understanding of RISE mission, vision, and programmatic details in order to accurately represent the school at events and meetings

*Qualifications:*

- Bilingual (English/Spanish)
- Administrative writing skills
- Excellent verbal communication
- Supply management
- Proficiency in Microsoft Office
- Proficiency in Google Docs
- Working knowledge of student information and enrollment systems (*i.e.*, PowerSchool, SchoolMint) preferred, but not required

**Attendance & Enrollment Coordinator**

Given the transiency that many RISE students experience - along with the RISE model that provides rolling admissions and immediate enrollment - it is necessary to build a position focused solely on supporting student enrollment and attendance. The person in this role will provide direct student and family services via in-person assistance during the enrollment process and when needed during cases of attendance concerns, and will support RISE more comprehensively via management of enrollment and attendance compliance and reporting. This is a full-time role.

*Duties and Responsibilities:*

- Direct student & family support:
  - Support families/guardians and students during the enrollment process, including one-on-one meetings, coordination of school tours, responding to requests for more information, linking to appropriate school personnel across learning sites, and more.
  - Parent/Guardian and/or stakeholder outreach and engagement to support students with attendance concerns
  - Collaboration with teachers and Student Support Services Team to create and implement supports and interventions for students who are struggling with regular attendance and/or work completion
  - Preparation of attendance and enrollment verification letters as requested/required by students, families, and/or stakeholders such as probation officers, attorneys, case workers, etc.
  - Planning and facilitation of STAC meetings and home visits to support increased attendance as necessary
  - Management of disenrollment and/or transfer process, including closing out transcripts, grades, and credits; facilitating exit interview when possible, and completing all records requests for new school.
  - Outreach to previously disenrolled students with no known school enrollment to decrease dropout rate and recover students who have dropped out  
Assist in student recruitment efforts as directed by the Principal/Executive Director
- Systems creation, implementation, & management:

- Ownership and management of the Independent Study Compliance and auditing process
- Creation and implementation of school-wide attendance initiatives to increase ADA, decrease chronic absenteeism, and encourage greater student attendance with the ultimate goal of supporting students towards work completion and graduation
- Management of HopSkipDrive (or similar service) application process
- Data, compliance, & reporting:
- Collection of all required documentation during the enrollment process, including management of FRLM forms from all students
- Collection and reporting of student demographics as it relates to attendance predictors, (i.e. foster youth, probation youth, housing instability, etc.; information regarding transiency and movement; student retention, etc.)
- Monthly attendance reporting to LACOE, and support of teachers throughout the process, including the creation and maintenance of clear and efficient systems for accurate attendance reporting and documentation
- Weekly attendance audits to identify students with high-priority attendance concerns

### **Case Managers**

Under the direction of the Manager of Services and Partnerships, the Case Managers at each site provide a full range of care coordination and counseling services to students, including Designated Instructional Services (DIS) for students with special needs, one-on-one and group counseling, and facilitation of access to wraparound and support services.

#### *Duties and Responsibilities:*

- Create and implement both academic and therapeutic interventions for the purposes of fostering better mental health and positive learning outcomes for all students
- Consult with school staff and parents regarding the behavioral, social, and emotional needs of students, and recommend appropriate support strategies
- Conduct in service training for staff around student support
- Collaborate with school staff on implementation of Restorative Practices and Trauma-Informed Care
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students – both academic and socioemotional – utilizing school information systems (*i.e.*, PowerSchool, Google Classroom, Naviance)
- Attend and participate in school meetings such as site attendance meetings, STAC Team, meetings, Section 504 meetings, Positive Behavior Support Plan meetings, and IEPs
- Collaborate with Advisors to create and implement Socio-Emotional Learning curriculum
- Seek out, accept, and implement feedback and coaching from school leadership
- Adhere to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools
- Facilitate weekly case conferences with Advocate Counselors to stay attuned and responsive to student needs
- Participate in ongoing professional development opportunities in order to constantly grow in the role
- Routinely communicate with students' outside supports (*i.e.*, social workers, wraparound team, probation officers, case managers).

- Connect students to reliable resources and services within their community and coordinate care among various providers
- Submit student progress reports and court letters to parties requesting records (*i.e.*, social workers, probation officers, juvenile courts)

*Desired Skills and Experience:*

- Strong sense of possibility, unwavering belief in, and relentless support for all students
- Excellent organization, time-management, and follow-up skills
- High sense of urgency
- Ability to successfully handle multiple cases concurrently
- Experience in trauma-informed care and trauma-responsive environments
- Experience working with students who have experienced homelessness or housing instability; been involved in the foster care system; been involved in the juvenile justice or probation systems; and/or experienced other adverse childhood experiences resulting in trauma
- Knowledgeable about mental health resources and wraparound support services available in the larger community, so as to connect students and families with appropriate services
- Familiarity with the complex social-emotional needs of homeless and foster youth
- Knowledge and understanding of student wraparound and support services essential; clinical background a plus
- Comfortable working with youth from a variety of cultural, linguistic, religious backgrounds
- Commitment to student learning – both academic and personal
- Commitment to holistic student care
- Utilize interventions that support positive development & increased independence
- Strong communication, interpersonal, and presentation skills with demonstrated ability to write clearly and persuasively and to interact effectively with various audiences
- Reflective and responsive to feedback; growth mindset about self and others
- Interested in working with a wide range of student supporters and stakeholders (*i.e.*, students, colleagues, parents and families, mentors, service providers, case managers, etc.)
- Excited about working closely with teachers and school leadership

*Qualifications:*

- Pupil Personnel Services (PPS) and/or Master's of Social Work (MSW) Credential
- Experience with diverse needs of high school aged students (in our case, a fairly large age range of 13-22) and their families/support networks
- Knowledgeable of effective counseling theory and practices

**Behavior Interventionist**

Under general supervision, monitors students to identify and prevent or de-escalate injurious and destructive behavior in the classroom and on campus and to provide behavior intervention circumstances in the most severe behavior circumstances to various students across the school site; assists in creation and implementation of behavior support plans; and works with students to promote positive and productive interaction and social behaviors.

*Primary Responsibilities*

- Monitors students to detect unusual or harmful behavior and reports potential escalation of behavior to teachers and Student Support Services Team

- Prevents and de-escalates harmful behavior in a behavior crisis situation to reduce student's risk of injury and ensures safety of others, using Nonviolent Crisis Prevention and Intervention (CPI) strategies
- In most severe circumstances where student behavior presents immediate safety concerns, provides physical restraint (learned via appropriate training) as means of removing student from the situation and de-escalation
- Collaborates with Student Support Services Team, Special Education Team, Instructional Team, & School Admin to assist in the development, implementation, and modification of behavioral intervention and support plans
- Monitors and ensures students remain in designated locations on school campus
- Circulates throughout classroom spaces and general areas to serve as a consistent and supportive presence to students throughout the school day
- Provides mediation in conflict situations between students and other parties to prevent behavioral crisis
- Documents students' behavioral progress and shares progress with administration, Student Support Services Team, and student's guardians
- Performs related duties as assigned

*Knowledge of:*

- Young adult basic theories and concepts of behavioral/emotional disorders
- Behavior modification techniques and strategies
- Nonviolent Crisis Prevention and Intervention (CPI) strategies
- Restraint Reduction and Physical Restraint
- Trauma-Informed Care
- Restorative Practices/Restorative Justice

*Ability to:*

- Learn and apply most current information, theories, techniques, and practices of the field
- Maintain focus and emotional control in stressful interpersonal situations
- Implement behavior interventions and supports in a way that aligns to Trauma-Informed Care and Restorative Practices
- Recognize potential hazards in the workplace and ensure that they are addressed
- Intervene in conflicts to facilitate communication and resolve problems
- Maintain an approachable manner and build rapport with others
- Monitor and manage physical, verbal, and emotional student interactions
- Persuade others to consider and adopt different point of view in a behavior crisis situation;
- Respond quickly to changes in the environment
- Evaluate situations and context and exercises discretion and judgment to choosing courses of action
- Perform physical activities that may involve strength, flexibility and balance;
- Communicate effectively, both orally and in writing
- Model communication and interaction that respect and include all individuals and their languages, abilities, religions, and cultures

*Qualifications/Requirements*

- Three years of experience in providing behavioral intervention or behavior management services to moderate to severe emotionally-disturbed individuals.
- Associate's degree or equivalent of 60 semester or 90 quarter units in psychology, mental health, behavior management, special education, or a field closely related to the knowledge and abilities of this classification, from an institution of higher learning recognized by the Council for Higher Education Accreditation.
- Certification in Crisis Prevention and Intervention (CPI) is also required.
- Equivalency Provision: Certificate in a psychiatric technician or other similar mental health program from an institute of higher learning recognized by the Council for Higher Education Accreditation may substitute for one year of the required experience.
- Additional Requirements: May require the ability to lift, move, or restrain K-12 students either with assistance and/or skilled techniques; may require a valid California driver's license and the availability of private transportation or the ability to obtain transportation between job sites.

### **Academic Coaches**

Academic Coaches assist within the classroom as well as facilitate small group and individual instruction. Academic Coaches are essential to maintaining our low student-teacher ratio and ensuring all students get the individualized attention required for success.

#### *Duties and Responsibilities:*

- Work with individual students or small groups to reinforce learning material or skills introduced by the teacher
- Guide independent, enrichment, and remedial work as assigned by the teacher
- Help student master instructional materials assigned
- Implement instructional activities that contribute to a climate where students are actively engaged in meaningful, authentic learning experiences
- Identify, select, and modify instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs
- Assist in assessing changing curricular needs and offer plans for improvement
- Provide a positive environment in which students are encouraged to be actively engaged in the learning process
- Prepare, operate, and care for needed materials, equipment, and supplies in the classroom for instructional purposes
- Participate in appropriate staff development/meetings to ensure professional growth
- Assist with the supervision of students.
- Treat all students with dignity and respect
- Perform other duties as assigned

#### *Qualifications:*

- Possesses a Bachelor's or Associate's Degree or is currently enrolled in a degree-granting program
- Experience with diverse needs of high school aged students (in our case, a fairly large age range of 13-22) and their families/support networks
- Experience with academic tutoring

**Special Education Teachers** (also sometimes referred to as Resource Specialists)

Under the direction of the Principal/Executive Director /Assistant Principal, the Special Education teacher plans and provides appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

*Duties and Responsibilities*

- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Evaluate students' progress
- Teach a multi-model approach
- Provide an inviting, exciting, innovative, learning environment
- Establish and maintain classroom management procedures
- Prepare written reports accurately and submit in a timely manner
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process
- Effective consultation with parents, students, teachers, and administration
- Effective professional liaison between school and home when necessary
- Serve as advisors to students
- Remain current on rules set forth in special education law and regulations
- Maintain privacy of student records and information

*Qualifications*

- Appropriate state certification as a special education teacher and any other credentialing required and applicable
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measures of achievement
- Demonstrated ability to work effectively as a team member

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**ELEMENT 7: HEALTH AND SAFETY PROCEDURES**

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*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” [EC § 47605.6(b)(5)(G)]*

**HEALTH AND SAFETY PLAN**

RISE High shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

RISE High shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health and Safety Plan, which shall include, the safety topics listed in subparagraphs (A) to (J), inclusive, of Education Code section 32282(a)(2). This safety plan shall be reviewed and updated annually by March 1. RISE High shall ensure that all staff members receive annual training on the Charter School’s health, safety, and emergency procedures, including, but not limited to, training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The following is a list of some of the major provisions of the Health and Safety Plan to be implemented by Charter School, but the list is not exhaustive. These requirements will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis.

RISE High may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

**A. PROCEDURES FOR BACKGROUND CHECKS**

Employees and contractors of RISE High will be required to submit to a criminal background check and furnish a criminal record summary as required by EC §§ 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

RISE High shall maintain on file and available for inspection evidence that it has: (1) performed criminal background checks and cleared for employment all employees prior to employment; (2) obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site

services and/or any contact with students and has requested subsequent arrest notification service; and (3) performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. RISE High shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, RISE High shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. RISE High, including its administrators and officers, shall comply with the requirements of EC § 44030.5.

RISE High will comply with EC § 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony.

### **B. MANDATED CHILD ABUSE REPORTERS**

RISE High shall provide all employees, and other persons working on behalf of the Charter School who are mandated reporters, with annual training on the mandated reporting requirements, which include, but are not necessarily limited to, training in identification and reporting of child abuse and neglect, and information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. The training shall be provided to school personnel within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with EC § 44691. RISE High shall obtain and retain proof of each mandated reporter's completion of the training and a signed statement indicating he/she has knowledge of the reporting obligations under Section 11166 of the Penal Code and will comply with those provisions.

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

Whenever the Department of Children and Family Services or law enforcement agency is investigating suspected child abuse or neglect, the student may be interviewed by an agency representative during school hours, on school premises. The Principal/Executive Director shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. If the student is released to an agency representative and taken into custody as a victim of suspected child abuse or neglect, the Principal/Executive Director shall not notify the parent, but rather shall provide the agency representative with the parent's contact information.

A parent may file a complaint against a RISE employee or other person suspected of child abuse or neglect at a school site

### **C. HEALTH**

RISE High recognizes the link between student health and learning. The following are policies and procedures that promote the wellness of students and staff.

#### **Immunizations**

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age/grade and dose required by the California Department of Public Health and applicable law. A student may be exempted from one or more immunization requirements if the parent files a written statement by a licensed physician that indicates the student's medical condition or physical circumstances that make immunization unsafe, or if the student is enrolled in an independent study program pursuant to EC § 51745 *et seq.* and does not receive classroom-based instruction. Parents may not submit a personal beliefs exemption to a currently required vaccine.

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. Immunization records shall be retained as part of the student's mandatory permanent record.

RISE High shall immediately enroll students who are homeless, in foster care, or of military families even if their immunization records are missing or unavailable at the time of enrollment. Staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that he/she is properly immunized. The immunization requirements do not prohibit students from accessing special education and related services required by their IEPs.

RISE High shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. RISE High may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

A student not fully immunized may be temporarily excluded from a school when he/she has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against that disease. The student is excluded until the local health officer informs the Charter School in writing that he/she is satisfied that the student is no longer at risk of developing or transmitting the disease.

#### **Medication**

The parent of any student taking medication on a regular basis must inform the Principal/Executive Director of the medication being taken, the current dosage, and the name of the supervising physician. The Principal/Executive Director will share the information with the DV LA Nurse and with the Office Manager at the applicable Learning Site; the Office Manager will maintain necessary medical records for students. With the consent of the parent, the designated RISE High staff may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the student.

Any student who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if RISE High receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent requesting the Charter School assist the student with prescribed medication as set forth in the physician statement. School personnel designated to administer any medication shall receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. RISE High shall make available epinephrine auto-injectors at each Learning Site for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction as required by EC § 49414.

Any medication prescribed for a student with a disability who is qualified to receive services under the IDEIA or Section 504 shall be administered in accordance with the student's IEP or Section 504 Plan, as applicable.

#### **Vision, Hearing, and Scoliosis Screenings**

All enrolling students will have screening for vision, hearing, and scoliosis to the same extent as would be required if the students attended a non-charter public school.

#### **Tuberculosis Risk Assessment**

RISE High shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of sixty (60) days prior to employment/service, or otherwise meet the requirements of EC § 49406. RISE High shall maintain TB clearance records and certificates on file.

All RISE High employees, except for employees transferring from other Da Vinci Schools, must submit written proof from a physician of a risk assessment examination for TB within the last sixty (60) days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that he/she was examined within the past four (4) years and was found to be free of communicable TB. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file showing that the employee was examined within the past four (4) years and was found to be free of communicable TB.

If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under

the supervision of an educator. Any entity providing student services to the Charter School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with students.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the Charter School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the Charter School.

Compliance with DV LA's TB testing policy is a condition of initial and continuing employment. Failure to comply with this policy may result in disciplinary action, up to and including release from at-will employment.

#### **Free and Reduced Price Meals:**

In compliance with EC § 47613.5, RISE High will provide each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law.

### **D. ATHLETIC ACTIVITIES**

DV LA offers an athletic program that is open to participation by RISE High students. RISE High shall distribute information sheets regarding concussion and sudden cardiac arrest to athletes prior to the start of the athletic season. Copies are also available in the main office of each RISE High Learning Site. On a yearly basis, both information sheets must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

#### **Concussion**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. RISE High shall immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he/she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven (7) days in duration under the supervision of a licensed health care provider.

#### **Sudden Cardiac Arrest**

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes.

Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. The DV LA athletic director, coach, athletic trainer, or authorized person must remove from participation an athlete who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. An athlete who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. An athlete who is removed from play may not return to that activity until he/she is evaluated by, and receives written clearance from, a physician or surgeon.

#### **E. EMERGENCY PREPAREDNESS**

RISE High shall adopt policies and procedures for response to natural disasters and emergencies, including, but not limited to, fires, earthquakes, floods, environmental hazards, terroristic threats, and active shooter situations. Procedures shall include strategies and actions for prevention/mitigation, preparedness, response, and recovery. The Learning Sites will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

RISE High shall test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Fire drills will be conducted as required under EC § 32001 and earthquake drop procedures shall be practiced in accordance with EC § 32282(a)(2)(B)(i).

#### **F. BLOOD BORNE PATHOGENS**

RISE High will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

#### **G. DRUG/ALCOHOL/TOBACCO FREE ENVIRONMENT**

Any facilities operated by the school will function as a drug, alcohol, and tobacco free workplace. Specifically, the use of tobacco and nicotine products is prohibited on RISE High's Learning Sites, and vehicles, and within 250 feet of a youth sports event. Tobacco products include, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (*e.g.*, electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

#### **H. SEXUAL HARASSMENT POLICIES AND PROCEDURES**

RISE High is committed to maintaining a learning and working environment that is free from sexual harassment, which includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim. RISE High shall develop a comprehensive policy to prevent and immediately remediate any concerns of sexual harassment at RISE High (including employee to employee, employee to student, and student to employee misconduct). A copy of the policy is readily accessible in a prominent location on the RISE High's website. Misconduct of this nature is very serious and will be addressed in accordance with RISE High's discrimination and harassment policies.

RISE High shall ensure that all employees receive training regarding the Charter School's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the Charter School's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. Every two years,6 supervisory employees shall receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position.

### **I. SAFE PLACE TO LEARN ACT**

RISE High is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC § 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within the school may be subject to disciplinary action up to and including expulsion.

RISE High shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through the Student Handbook and other appropriate means, of RISE High's rules related to bullying, the manner in which incidents or threats may be reported, and the consequences for engaging in bullying. Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and DV LA's uniform complaint procedures.

### **J. SUICIDE PREVENTION POLICY**

Suicide is a leading cause of death among youth and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, RISE High shall adopt a policy on student suicide prevention intervention, and postvention in consultation with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations. As appropriate, the measures and strategies specified in the policy shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are LGBTQ youth. A copy of the policy is readily accessible in a prominent location on the RISE High's website.

## **UNIFORM COMPLAINT PROCEDURES**

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant education, vocational education, child nutrition programs, and special education programs; 2) unlawful discrimination against any protected group as identified under EC §§ 200 and 220 and Section 11135 of the Government Code, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance; 3) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC § 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics; 4) unlawful imposition of pupil fees for participation in educational activities in public schools; 5) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan; 6) inappropriate assignment of a student to courses without educational content or previously completed and received a grade sufficient for satisfying the requirements for high school graduation and admission into post-secondary education; 7) noncompliance with education provisions for pupils in foster care, who are homeless, who are former juvenile court school students, or who are military dependents; 8) failure to reasonably accommodate lactating pupils; and 9) others as required by law, as amended from time to time.

These uniform procedures require the complainant to submit a written complaint to the CEO/Superintendent who will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline.

## **STUDENT RECORDS**

RISE High recognizes the importance of keeping accurate, comprehensive student records as required by law. As the designated custodians of records, the Principal/Executive Director shall ensure that procedures for maintaining the confidentiality of student records are consistent with state and federal laws.

### **Definitions**

*Student records* are any items of information (whether in handwriting, print, tape, film, computer, or other medium) gathered within or outside RISE High that are related to an identifiable student and maintained by the Charter School for the purpose of second-party review.

*Mandatory permanent records* are those records which are maintained in perpetuity and which schools have been directed to compile by California statute, regulation or authorized administrative directive.

*Mandatory interim records* are those records which schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per California statute, regulation, or authorized administrative directive.

*Permitted records* are those records having clear importance only to the current educational process of the student.

*Disclosure* means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic.

*Access* means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record.

### **Maintenance, Access, and Disclosure of Student Records**

A cumulative record shall be maintained on the history of a student's development and educational progress. RISE High will protect the privacy of such records. Parents have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that the school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. A parent's request to access his/her student's records must be submitted in a written form to the Office Manager and the school will have five (5) business days from the day of receipt of the request to provide access to the records in accordance with EC § 49069.

School officials (*e.g.*, Central Office Staff, RISE High administration and staff, and RISE High contractors or consultants with formal written agreements) with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility.

The academic record of a transferring student is essential to his/her placement, academic success, and timely graduation. Upon request from officials of another school in which a student seeks or intends to enroll, RISE High shall disclose educational records without parental consent. If a student transfers from RISE High to another school within California, the student's permanent record or a copy of it shall be transferred within ten (10) school days in accordance with EC § 49068. Upon receipt of a request from a school where an individual with exceptional needs has enrolled, RISE High shall send the student's special education records or a copy of it within five (5) business days in accordance with 5 CCR § 3024. In the event RISE High closes, it shall comply with the student records transfer provisions in Element 15.

RISE High shall comply with 34 CFR § 99.31 and EC § 49076 in the disclosure of records without parent consent to special classes of individuals, agencies, and organizations with legitimate educational interest or other legally authorized purpose. RISE High may also disclose without parent consent to appropriate parties if knowledge of the information is necessary to protect the health or safety of the student or others. All other individuals, agencies, or organizations that seek access to student records must first obtain a signed and dated written consent from the parent before RISE High can disclose such records. The consent must: 1) specify records the records to be accessed; 2) the purpose of the access; and 3) identity of the party or class seeking access.

### **Challenge to Student Records**

Any challenge to school records must be submitted in writing to the Principal/Executive Director. A parent challenging school records must show that the records are: 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents

have the right to file a complaint with the United States Department of Education concerning an alleged failure by the Charter School to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

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**ELEMENT 8: MEANS TO ACHIEVE STUDENT POPULATION BALANCE**

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***“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, hat is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted.” [EC § 47605.6(b)(5)(H)]***

RISE High actively recruits a diverse student population. Students who understand and value RISE High’s mission and are committed to our instructional and educational philosophy are encouraged to apply.

Our student recruitment strategy includes, but is not necessarily limited to, the following elements or strategies to ensure a diverse racial and ethnic balance:

- (1) The development of promotional and informal material that appeals to all major racial and ethnic groups, special education students, and English learner students, with a particular focus on students who are homeless, experiencing housing instability, in foster care, or on probation.
- (2) The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the County.
- (3) An enrollment process that is adopted and implemented to include a timeline that allows for a broad-based recruiting and application process.
- (4) Targeted meetings in multiple communities to reach prospective students and parents from diverse backgrounds.
- (5) When demand for enrollment exceeds capacity, utilize a tiered selection process that involves a public random drawing, consideration for preferences, and a waiting list.
- (6) Rolling admissions to ensure students with highest needs are able to immediately enroll, given space is still available.

RISE High will conduct informational meetings throughout the year to inform interested parents and students the educational and support services it has to offer. Outreach meetings will be held at the Learning Sites as well as other locations throughout the County in order to ensure all students in the area have an opportunity to attend the school. A school brochure, flyers, a website, and advertisements for local media will be transmitted throughout the local community, in English and Spanish (and other languages as needed). Promotional and informational materials will be distributed to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the County.

We understand that the communities in which our Learning Sites are currently located to not reflect the demographics of the foster and probation systems at large, and that Black students are disproportionately represented within both of these systems. To this end, RISE High is committed to recruiting and enrolling a school demographic that reflects not just those of the Learning Site communities, but also those of the systems and circumstances that most impact the students we seek to serve. RISE High will create relationships with foster agencies and group homes, juvenile court justices, juvenile probation officers, social workers, attorneys, case managers, educational liaisons, Court

Appointed Special Advocates, etc. who can refer students who are currently foster- or probation-involved and are in need of a non-traditional school to meet their needs.

Each spring, RISE High will host a recruitment and referral dinner for partners and student stakeholders, such as those listed above, to share an overview of RISE High and a summary of our progress, and to inform them of how they can refer students they believe would benefit from attending RISE High. Attendees will be connected to Office Managers and Case Managers for assistance in the referral and enrollment process for new students. It is our hope that through intentional engagement of those most directly involved in the support of foster and probation students across the county, that our demographics across Learning Sites will more closely match those of students served by the foster and probation systems.

RISE High shall not discriminate or restrict enrollment based on any protected category, including race or ethnicity, disability status, or English learner status. The Charter School shall accept all students who wish to attend, subject to capacity. RISE High will maintain an accurate accounting of the student demographics enrolled in each Learning Site, along with documentation of efforts made to achieve a balance of racial and ethnic students, special education students, and English learner students in accordance with the charter petition and standards of charter legislation. On an annual basis, RISE High will self-evaluate its outreach process and make adjustments accordingly.

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**ELEMENT 9: ANNUAL FINANCIAL AUDIT PROCEDURES**

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***“The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.” [EC § 47605.6(b)(5)(I)]***

Each fiscal year an independent auditor will conduct an audit of the financial affairs of RISE High to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Trustees of the Charter School and shall be a Certified Public Accountant (“CPA”) with relevant experience on charter school audits. The books and records of RISE High will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board will be responsible for identifying an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board hires the audit firm after the RISE High team performs a rigid search and interview process.

The Principal/Executive Director or designee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LACOE along with an anticipated timeline for the same.

The Board will review and approve the audit no later than December 15.

The CFO will be responsible for submitting the audit to all reporting agencies including the County, Los Angeles County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of RISE High is a public record to be provided to the public upon request. Financial reporting to the charter agency would be carried out pursuant to EC § 47604.33.

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**ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES**

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***“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”***

**[EC § 47605.6(b)(5)(J)]**

**GENERAL PROVISIONS**

RISE High is committed to providing students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations shall be developed to set the standards of behavior expected of RISE High students, and to address violations of those standards, including suspension, expulsion, or involuntary removal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force that is reasonable and necessary by staff to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of

weapons or other dangerous objects within the control of the student, is not and will not be construed to be corporal punishment within the meaning and intent of EC § 49001.

RISE High shall afford all students their due process rights, including, but not limited to:

- Adequate and timely, written notice of the charges against the student
- An explanation of the evidence that supports the charges and an opportunity for the student to present his/her side of the story when the student denies the charges
- An explanation of the student's basic rights related to the suspension, expulsion, or involuntary removal process
- The right to have written notices be in the native language of the student or the student's parent

RISE High shall ensure that its policies and procedures regarding suspension, expulsion, and involuntary removal will be periodically reviewed, and modified as necessary, in order to conform to changes in state and federal law. School personnel shall enforce the rules and regulations governing the suspension and expulsion of students fairly, consistently, equitably, and in accordance to the Charter School's nondiscrimination policies.

RISE High shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's expulsion proceedings, or hearing regarding the involuntary removal of the student, and shall facilitate the placement of expelled students.

### **Discipline Foundation Policy**

It is the goal of RISE High to provide experiences for students that teach them compassion, commitment, and concern for others. Students learn from what they experience; therefore, staff must model appropriate behavior for students and help them behave in ways that are conducive to learning and building community. Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision making.

At RISE High, we are dedicated to helping students learn to meet their own needs while respecting the needs of others. Students and teachers decide upon agreements together for their mutual benefit. They also decide upon solutions that will be helpful to all concerned should problems arise. When teachers set limits without a student's input, they communicate clearly and firmly with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

The essence of discipline is to understand the root cause of the behavior and find effective alternatives to punishment in order to correct that behavior. 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. Therefore, we use strategies that are not humiliating. Our approach is based firmly in research-based restorative practices and incorporates clear and firm expectations with respect so that a foundation for teaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist students in making good choices. When a student is unsafe, interrupts learning, or clearly does not respect the needs of others, the following course of action occurs:

- Students are reminded of the expected behavior and previously agreed-upon school standards.
- Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and afford all students with similar rights to due process.
- Should the behavior continue, the teacher will conference with the student to determine good decision making.
- When the inappropriate behavior does not change, the Principal/Executive Director and/or counselor will be consulted to determine appropriate action.
- Finally, a conference will be called with the parent in order to assist the student in meeting the school's expectations for behavior.

When the policy is violated, it may be necessary to suspend a student from regular classroom instruction or expel a student from RISE High after considering alternatives as discussed below. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Disciplinary rules and procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. The Parent/Student Handbook is provided to each student and his/her parent at the beginning of the school year and upon enrollment throughout the year.

The following Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at RISE High. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. RISE High has reviewed EC § 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspension and expulsion of students. RISE High is committed to annual review and revision, as necessary, of policies and procedures related to suspensions and expulsions by RISE High administration, in collaboration with LACOE, RISE High staff, students and parents. The process will include the review of any legislative changes and best practices; any necessary amendments that will require a material revision will be submitted to LACOE in a timely manner. Subsequent changes to policies and procedures will be incorporated into the Parent/Student Handbook.

### **Alternatives to Suspension**

To intervene in student behavior, DV LA has a progressive discipline plan in place at each of its schools. This plan is included in the Parent/Student Handbook. The Handbook also includes a School- Parent-Student Compact that outlines how each stakeholder will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help students achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension, expulsion, and involuntary removal.

RISE High believes that alternatives to suspension align with our schoolwide positive behavior support plan; suspension shall be imposed only when other means of correction fail to bring about proper conduct. The following are list of alternatives to be considered before suspending a student:

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

## **GROUNDS FOR SUSPENSION**

Suspension means removal of a student from ongoing instruction for adjustment purposes.

### **A. JURISDICTION**

A student may be suspended when his/her behavior is related to a school activity or school attendance occurring at RISE High or at any other school, regardless of when it occurs, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

## B. DISCRETIONARY SUSPENDABLE OFFENSES

Students may be suspended for any of the following acts when it is determined the student:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal/Executive Director or his/her designee.
- (4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (6) Committed or attempted to commit robbery or extortion.
- (7) Caused or attempted to cause damage to school property or private property.
- (8) Stole or attempted to steal school property or private property.
- (9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.
  - (A) "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
  - (B) "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.
- (10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (12) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties in accordance with EC § 48901.1.
- (13) Knowingly received stolen school property or private property.
- (14) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (15) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- (16) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (17) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- (18) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- (19) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- (20) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- (21) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- (22) Made terroristic threats against school officials and/or school property. "Terroristic threat" includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his/her immediate family.
- (23) Engaged in an act of bullying. The following terms have the following meanings:
  - (A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as described in #19-21 above, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - (i) Placing a reasonable student in fear of harm his/her person or property.
    - (ii) Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health.
    - (iii) Causing a reasonable student to experience substantial interference with his/her

academic performance.

- (iv) Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- (B) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (A).
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (A). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - (iii) An act of cyber sexual bullying.
    - (a) “Cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in paragraph (A). The photograph or other visual recording must include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (D) “Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her exceptional needs.

### C. NON-DISCRETIONARY SUSPENDABLE OFFENSES

A student shall be suspended when there is evidence that the lives, safety or health of other students and/or school personnel are otherwise in clear, present, and continuing jeopardy or danger as a result of any of the following acts committed by the student:

- (1) Caused serious physical injury to another person, except in self-defense.
- (2) Committed assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil.
- (4) Brandished a knife at another person.
- (5) Committed robbery or extortion.
- (6) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code that is more than one avoirdupois ounce of marijuana, and/or the possession of the controlled substance is not the first offense of this nature.
- (7) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (8) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an alcoholic beverage, or an intoxicant of any kind.
- (9) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

### D. SUSPENSION PROCEDURES

Suspension shall be initiated according to the following procedures:

#### **Authority to Suspend**

Only the Principal/Executive Director or the Principal/Executive Director's designee(s) may suspend a student from RISE High. The "designee" is one or more administrators at the Learning Sites specifically designated by the Principal/Executive Director, in writing, to assist with disciplinary procedures.

The Principal/Executive Director may, in writing, also designate a certificated employee as a secondary designee to assist with disciplinary procedures when no administrator is at the Learning Site at which the suspension needs to be issued. The Principal/Executive Director may designate only one certificated person at a time for each Learning Site.

#### **Conference**

Suspension shall be preceded by a conference conducted by the Principal/Executive Director or designee with the student and his/her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal/Executive Director. The conference may be omitted if the Principal/Executive Director or designee determines that an emergency situation exists. An "emergency

situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent and student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

At the conference, the student shall be:

- Informed, orally or in writing, of the charges against him/her, including the other means of correction that were attempted before the suspension.
- Provided with an explanation of the evidence that supports the charges.
- Given the opportunity to present his/her side of the story.

### **Notice to Parents**

At the time of suspension, the Principal/Executive Director or designee shall make a reasonable effort to contact the parent by telephone or in person. Whenever a student is suspended, the parent shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student and indicate the date and time when the student may return to school. If school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice will request that the parent respond to such requests without delay.

No penalties may be imposed on a student for failure of the student’s parent to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent at the conference.

### **Suspension Time Limits**

A student shall not be suspended from school for more than five (5) consecutive school days, and not more than twenty (20) school days in any school year. These restrictions on the number of days of suspension do not apply when the suspension is extended pending an expulsion.

A student with an IEP or Section 504 Plan may be suspended from school in the same manner as all other students. However, after ten (10) days of suspension in the same school year, where the student is removed from his/her current placement, a manifestation determination meeting must be held with a team comprised of the Charter School, the parent, and relevant persons to review the student’s IEP or Section 504 Plan, any teacher observations, and any relevant information provided by the parent to determine if the conduct was:

- (1) Caused by, or had a direct and substantial relationship to, the student’s disability; or
- (2) The direct result of the Charter School’s failure to implement the IEP or Section 504 Plan.

### **Suspension Appeals**

A parent may appeal a suspension within five (5) school days from the date the suspension was issued. The request is to be submitted to the Principal/Executive Director to correct or remove any information (regarding the incident and circumstances that resulted in the suspension) recorded in the student’s record which the student or parent alleges to be any of the following:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer's area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation noted.
- (5) Misleading.
- (6) In violation of the privacy or other rights of the student.

Within thirty (30) days of receipt of an appeal, a neutral officer or a hearing panel shall meet with the student and parent and any pertinent school personnel. A hearing panel shall be composed of the following persons, provided that the parent or adult student has given written consent to release information from the student's records to the members of the panel so convened: a school administrator of a school other than RISE High, a certificated employee, and a non-certificated employee.

If the neutral officer or hearing panel sustains any or all of the allegations, the Principal/Executive Director shall be ordered to correct or remove and destroy the information regarding the incident and circumstances that resulted in the suspension from the student's records. If the neutral officer or hearing panel upholds the suspension, the matter is closed. The parent or student has the right to include in the student's record a written statement or response concerning the disciplinary action.

#### **Access to Education**

Upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned. If a homework assignment is turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **GROUNDS FOR EXPULSION**

Expulsion means the removal of a student from the immediate supervision and control, or the general supervision, of school personnel at RISE High.

#### **A. JURISDICTION**

A student may be expelled when his/her behavior is related to a school activity or school attendance occurring at RISE High or at any other school, regardless of when it occurs, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

## **B. DISCRETIONARY EXPELLABLE OFFENSES**

The Principal/Executive Director may recommend the expulsion of a student for any of the following acts, unless the Principal/Executive Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction could appropriately address the conduct:

- (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (3) Possessed, sold, or otherwise furnished an object that could be deemed dangerous, unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal/Executive Director or his/her designee.
- (4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (6) Committed or attempted to commit robbery or extortion.
- (7) Caused or attempted to cause damage to school property or private property.
- (8) Stole or attempted to steal school property or private property.
- (9) Possessed, smoked, or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of his/her own prescription products.
  - (A) "Smoking" has the same meaning as in subdivision (c) of Section 22950.5 of the Business and Professions Code
  - (B) "Tobacco product" means a product or device as defined in subdivision (d) of Section 22950.5 of the Business and Professions Code.
- (10) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (12) Knowingly received stolen school property or private property.
- (13) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (14) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness and/or retaliating against that student for being a witness.
- (15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (16) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.
- (17) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- (18) Committed sexual harassment as defined in Section 212.5 of the Education Code. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- (19) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- (20) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- (21) Made terroristic threats against school officials and/or school property. "Terroristic threat" includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his/her own safety or for his/her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his/her immediate family.
- (23) Engaged in an act of bullying. The following terms have the following meanings:
  - (A) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as described in #19-21 above, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - (i) Placing a reasonable student in fear of harm his/her person or property.
    - (ii) Causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health.
    - (iii) Causing a reasonable student to experience substantial interference with his/her

academic performance.

- (iv) Causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by the school.
- (B) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (A).
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in paragraph (A). “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (A). “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - (iii) An act of cyber sexual bullying.
    - (a) “Cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in paragraph (A). The photograph or other visual recording must include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (C) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (D) “Reasonable student” means a student, including, but not limited to, an exceptional needs student, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her exceptional needs.

Both the recommendation and order to expel a student for committing any of the acts listed above must be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

### **C. MANDATORY EXPELLABLE OFFENSES**

The Principal/Executive Director shall recommend expulsion of a student that is determined to have committed any of the following acts:

- (1) Possessed, sold, or otherwise furnished a firearm. The act of possessing an imitation firearm, as defined above, is not an offense for which expulsion is mandatory.
- (2) Brandished a knife at another person.
- (3) Unlawful sale of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (5) Possessed an explosive.

### **D. EXPULSION PROCEDURES**

#### **Extension of Suspension**

Upon a recommendation for expulsion, the student and parent will be invited to a meeting with the Principal/Executive Director to determine if the suspension should be extended, beyond five (5) days, pending an expulsion hearing. That determination shall be based on a finding that either the student's presence would cause a danger to persons or property or a threat of disrupting the instructional process.

If a student is a foster youth, as defined in EC § 48853.5, the Principal/Executive Director or designee shall also invite the student's attorney and appropriate representative of the county child welfare agency to participate in the extension of suspension meeting

#### **Authority to Expel**

Only the Principal/Executive Director can recommend the expulsion of a student from RISE High, and only the Administrative Hearing Panel ("Panel") may order the expulsion following a hearing before it. The Panel shall include three or more certificated persons – none of whom are members of the Board or on the staff of the Learning Site in which the student is enrolled – that are familiar with the state and federal laws governing the suspension and expulsion process. Panel members may include teachers, school administrators, Chiefs or Directors from DV LA and Da Vinci Schools, one of whom shall be identified as the presiding officer. DV LA shall be responsible for assembling the Panel that will hear and determine the outcome of each expulsion matter. The Panel's decision in the matter is final.

#### **Notice of Expulsion Hearing**

Written notice of the hearing shall be forwarded to the student and the student's parent at least ten (10) calendar days before the date of the hearing. The notice shall include all of the following:

- (1) The date, time, and place of the hearing.
- (2) A statement of specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of RISE High's disciplinary rules that relate to the alleged violation.
- (4) A statement of the student's or parent's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- (5) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
  - (a) "Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
  - (b) "Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or parent to provide assistance at the hearing.
- (6) The right to inspect and obtain copies of all documents to be used at the hearing.
- (7) The right to confront and question all witnesses who testify at the hearing.
- (8) The right to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.

If a foster youth, as defined in EC § 48853.5, is recommended for expulsion, the notice of hearing must also be provided to the student's attorney and an appropriate representative of the county child welfare agency at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If a homeless youth, as defined in 42 USC § 11434a(2), is recommended for expulsion, the notice of hearing must also be provided to the Da Vinci School's designated homeless liaison at least ten (10) days prior to the date of the hearing. The notice may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

### **Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing before the Panel, as described above, to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal/Executive Director determines that the student has committed an expellable offense. The student is entitled to one postponement of an expulsion hearing, for a period of not more than thirty (30) calendar days. Any additional postponements may be granted at the discretion of the DV LA for good cause.

The hearing shall be conducted in a session closed to the public, unless the student submits a written request, at least five (5) days prior to the date of the hearing, to have the hearing conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in closed or public session, the Panel may meet in closed session to deliberate and determine whether the student should be expelled.

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A decision of the Panel to expel must be documented in its findings of fact based upon substantial evidence relevant to the charges presented at the hearing. No decision to expel shall be based solely on hearsay evidence, except when the Panel, upon finding that good cause exists, determines that the disclosure of either the identity of a witness and/or the testimony of that witness at the hearing would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

If the Panel decides not to order the expulsion of a student who committed a discretionary offense, the student shall be immediately reinstated and permitted to return to his/her educational program at the Learning Site from which the expulsion referral originated, unless the parent or adult student requests another Learning Site in writing.

If the Panel decides not to order the expulsion of a student who committed a non-discretionary offense, the student shall be immediately reinstated and may be referred to his/her prior Learning Site, or another Learning Site.

#### **Expulsion Hearings Involving Allegations of Sexual Assault or Sexual Battery**

In a hearing involving allegations of sexual assault or sexual battery, a complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his/her right to:

- (1) Receive five (5) days' notice before being called to testify at the hearing.
- (2) Have up to two adult support persons of his/her choosing (*i.e.*, parent, legal counsel), present in the hearing at the time he/she testifies.
- (3) Have the hearing closed during the time he/she testifies.

The following are procedures for all hearings involving allegations of sexual assault or sexual battery:

- (1) The hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of the complaining witness.
- (2) A nonthreatening environment shall be provided for a complaining witness in order to better enable him/her to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints.
- (3) A room separate from the hearing room must be provided for the complaining witness to use prior to and during breaks in the testimony.
- (4) The presiding officer:
  - (a) Shall allow the complaining witness reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (b) May arrange the seating within the hearing room of those present in order to facilitate a less intimidating environment for the complaining witness.
  - (c) May limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

- (d) May permit one of the complaining witness's support persons to accompany him or her to the witness stand.
- (5) Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential and may not be discussed with anyone not in attendance at the hearing. The presiding officer of the Panel may remove a support person whom he/she finds is disrupting the hearing. If one or both of the support persons is also a witness, the following provisions apply:
  - (a) RISE High must present evidence that the person's presence is both desired by, and will be helpful to, the complaining witness.
  - (b) The presiding officer shall permit the person to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person.
  - (c) The presiding officer may remove a person from the hearing whom he/she believes is prompting, swaying, or influencing the witness.
  - (d) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from hearing room during that testimony.
- (6) Evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the presiding officer that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- (7) If the hearing is to be conducted at a public meeting, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

#### **Record of Expulsion and Expulsion Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

RISE High shall maintain a record of each expulsion, including the expulsion order and the causes for the expulsion, in the student's mandatory interim record. The record shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the new school for the student's records.

**Written Notice to Expel**

Within three (3) school days after the hearing, the Principal/Executive Director shall send written notice of the Panel's decision to expel, including the findings of fact, to the student and parent. This notice shall also include the following:

- (1) The specific offense committed by the student.
- (2) A statement of the student's or parent's obligation to inform any school which the student seeks to enroll of the student's expulsion.
- (3) The date when the student can be reviewed for readmission, and a description of the process by which readmission is conducted.
- (4) A copy of the rehabilitation plan
- (5) The education alternative placement to be provided to the student during the time of expulsion.
- (6) The right to appeal the expulsion to DV LA Board of Trustees, including the timeline and manner in which an appeal must be submitted.

**Rehabilitation Plan**

At the time of the expulsion order, the Panel shall establish a rehabilitation plan for the student, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The plan should include the specific conditions that the student must satisfy during the period of expulsion and can include improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs. The stipulated conditions should be reasonable for the student to meet based on his/her specific circumstances, address the act(s) for which the student was expelled, and not require a cost or fee to the student or parent. The student may not be required to enroll in a drug rehabilitation program without parental consent.

**Placement**

RISE High shall be responsible for the appropriate interim placement of students pending the outcome of the expulsion proceedings and shall facilitate the placement of an expelled student. When appropriate, the Charter School shall work with LACOE for the interim or post-expulsion placement of a student at a county community school or other alternative program. If a parent chooses a different placement not determined by RISE High, the Charter School shall ensure that the student will be able to meet the conditions of the rehabilitation plan through that placement.

**Period of Expulsion and Readmission**

At the time of the expulsion order, the Panel shall set a date not more than one (1) calendar year from the date the expulsion occurred, when the student shall be reviewed for readmission to RISE High. In determining the period of expulsion, the Panel shall consider the nature of the act that resulted in the student's expulsion, including, but not limited to, the severity and intent of the act, the student's specific circumstances, and the safety of the student and others at RISE High.

Ten (10) calendar days prior to the date set for readmission, the Principal/Executive Director or designee shall contact the expelled student at his/her last known address to schedule a readmission meeting with the CEO/Superintendent. The student shall be asked to provide documentation of proof that he/she has satisfactorily met the conditions of the rehabilitation plan.

On the date set for readmission, the Charter School shall review the expulsion case, with or without the student, to determine whether the student has met the conditions for readmission and determine placement. If the student has met the conditions of the rehabilitation plan and completes the readmission process, the student is reinstated and placed in an appropriate Learning Site. If certain conditions of the rehabilitation plan are not met, the CEO/Superintendent has the discretion to waive those conditions due to mitigating circumstances or deny readmission until the student has satisfactorily met all the conditions of the plan. The CEO/Superintendent may also deny readmission to a student if he/she finds that the student poses a danger to campus safety or to others.

A student who has been denied readmission shall either continue attendance at his/her placement during the period of expulsion or another educational program. The CEO/Superintendent shall provide written notice to the expelled student and his/her parent describing the reason(s) for denying the student's readmittance into RISE High, the educational placement during the extended period of expulsion, and the conditions for readmittance. The student shall be readmitted once he/she can provide the CEO/Superintendent with proof that he/she has satisfactorily met all the conditions for readmittance.

### **E. EXPULSION APPEALS**

The parent may appeal the expulsion by submitting a written request to the CEO/Superintendent of DV LA within ten (10) calendar days from the date of the written notice to expel. The request must specify the reason(s) for the appeal and include any supporting documentation.

Upon receipt of a timely request, the CEO/Superintendent shall convene a hearing before the DV LA Board of Trustees ("Board") within thirty (30) calendar days. Notice of the hearing shall be provided to the student and parent at least ten (10) calendar days prior to the date of the hearing. The notice shall include all of the following:

- (1) The date, time, and place of the hearing.
- (2) A statement of specific facts and charges upon which the expulsion is based.
- (3) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
- (4) A statement that the appeal shall be heard in closed session, unless the parent requests in writing at least five (5) calendar days prior to the hearing that it be conducted at a public meeting. If such request is made, the hearing shall be held in public session as long as the privacy rights of any other students would not be violated by doing so.
- (5) The right to provide a five-minute oral presentation before the Board, summarizing the reason(s) for the appeal.
- (6) A statement that failure to pursue the appeal with diligence within the time frames established by RISE High may be deemed an abandonment of the appeal and the CEO/Superintendent may dismiss the appeal.

The Board's review is limited to the record of proceedings of the Panel. Unless evidence was improperly excluded or, in the exercise of reasonable diligence could not have been produced, no evidence other than that contained in the record of proceeding may be heard. The Board's review of the Panel's decision shall be limited to the following questions:

- (1) Whether the Panel acted without or in excess of its jurisdiction (*e.g.*, the hearing was not commenced within the time periods established by RISE High, the expulsion order is not based on an expellable act, the act is not related to school activity or school attendance).
- (2) Whether there was a fair hearing before the Panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing (*e.g.*, school officials did not meet the procedural requirements established by RISE High, the decision to expel is not supported by the prescribed findings, the findings are not supported by substantial evidence).
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not be produced at the time of the expulsion hearing.

The Board may either reverse or uphold the decision of the Panel. If the Board enters a decision to reverse the Panel's decision, the Board may direct RISE High to expunge any references to the expulsion action in its records and that of the student, and the expulsion shall be deemed not to have occurred. The Board's decision shall be final. Within three (3) school days of the hearing, the student and the RISE High Principal/Executive Director shall be notified, in writing, of the Board's final order.

### **SPECIAL CONSIDERATIONS: SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES**

#### **Notification of SELPA**

RISE High shall immediately notify and coordinate with the SELPA the suspension or expulsion of any student with a disability or whom RISE High or SELPA would be deemed to have knowledge of having a disability.

#### **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum; to progress toward meeting the goals set forth in the student's IEP or Section 504 Plan; and to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the misconduct so that it does not recur. These services may be provided in an interim alternative educational setting.

#### **Procedural Safeguards/Manifestation Determination**

Within five (5) school days of a recommendation for expulsion, and prior to the extension of suspension meeting, or any decision to change the placement of a student due to behavioral issues, the Charter School, the parent, and relevant members of the IEP or Section 504 Team ("Team") shall review all relevant information in the student's file, including the student's IEP or Section 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) If the conduct in question was the direct result of the Charter School's failure to implement the IEP or Section 504 Plan.

If the student is a foster youth, as defined in EC § 48853.5, and RISE High has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Principal/Executive Director, the student's attorney and an appropriate representative of the county child

welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC § 11434a(2), and RISE High has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Principal/Executive Director, the designated homeless liaison for DV LA shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the Team determines that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability. In which case, the Team shall:

- (1) Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, provided that RISE High had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- (2) Develop a behavior intervention plan, or if a plan has already been developed, review and modify it, as necessary, to address the behavior; and
- (3) Return the student to the placement from which he/she was removed, unless the parent and RISE High agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of RISE High's failure to implement the IEP or Section 504 Plan, then RISE High may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **Due Process Appeals**

The parent of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or RISE High believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or RISE High, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) school day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and RISE High agree otherwise.

### **Special Circumstances**

RISE High personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates the Charter School's code of student conduct.

The Principal/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- (1) Carries or possesses a weapon, as defined in 18 USC § 930, to or at school, on school premises, or to or at a school function;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- (3) Has inflicted serious bodily injury, as defined by 20 USC § 1415(k)(7)(D), upon another person while at school, on school premises, or at a school function.

#### **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP or Section 504 Team.

#### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated RISE High's code of student conduct may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

RISE High shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) The parent expressed concern, in writing, or orally if the parent does not know how to write or has a disability that prevents a written statement, to the supervisory or administrative personnel of the Charter School, or to one of the student's teachers, that the student is in need of special education or related services;
- (2) The parent has requested an evaluation of the student pursuant to 20 USC § 1414(a)(1)(B); or
- (3) The student's teacher, or other RISE High personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other supervisory personnel of RISE High.

If RISE High knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible individuals with disabilities, including the right to stay-put.

RISE High shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible. If RISE High had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. RISE High shall conduct an expedited evaluation if requested by the parent; the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

## **ADDITIONAL PROVISIONS**

### **A. INVOLUNTARY REMOVALS**

A student shall not be involuntarily removed by RISE High for any reason unless the parent has been provided written notice of the intent to remove the student no less than five (5) school days before the effective date of action. "Involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.

The written notice shall be in the native language of the student or parent and shall inform him/her of the right to a hearing with the CEO/Superintendent, or other neutral officer designated by the CEO/Superintendent. A hearing requested by the parent shall be subsequently followed by a timely, written notice that includes:

- (1) The date, time, and location of the hearing, that is reasonable to the student and parent.
- (2) A statement of specific facts and charges upon which the proposed involuntary removal is based.
- (3) The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
- (4) The right to inspect and obtain copies of all documents to be used at the hearing.
- (5) The right to confront and question all witnesses who testify at the hearing.
- (6) The right to question all evidence presented, and to present oral and documentary evidence on the student's behalf, including witnesses.
- (7) The student's right to remain enrolled and not be removed until a final decision is issued.

A decision of the CEO/Superintendent or designee must be documented in his/her findings of fact based upon substantial evidence relevant to the charges presented at the hearing. No decision to involuntarily remove a student shall be based solely on hearsay evidence, except when the CEO/Superintendent or designee, upon finding that good cause exists, determines that the disclosure of either the identity of a witness and/or the testimony of that witness at the hearing would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the CEO/Superintendent or designee. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

If the CEO/Superintendent or designee decides not to order the involuntary removal of a student, the student shall be immediately reinstated and permitted to return to his/her educational program at the Learning Site from which the referral for involuntary removal originated, unless the parent requests another Learning Site in writing.

If the CEO/Superintendent or designee determines that there is sufficient evidence to involuntarily remove a student, his/her decision, along with the findings of fact, shall be provided to the student and parent in writing within three (3) school days from the date of the hearing. The decision of the CEO/Superintendent or designee is final.

### **B. NOTIFICATION REQUIREMENTS**

If a student, subject to compulsory full-time education pursuant to EC § 48200, is expelled or leaves RISE High without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the student's last known address within thirty (30) days and shall, upon request, provide that school district with a copy of the student's records, including report cards or a transcript of grades, and health information.

Upon the severance of attendance by any student subject to the compulsory education laws of California, whether by expulsion, exclusion, exemption, transfer, suspension beyond ten (10) school days, or other reasons, RISE High shall report such severance to the superintendent of LACOE. The report shall include names, ages, last known address, and the reason for each such severance.

### **C. OUTCOME DATA**

RISE High shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements. Such outcome data shall readily be made available to LACOE upon request.

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**ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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***“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”***  
**[EC § 47605.6(b)(5)(K)]**

For retirement benefits, RISE High will offer Social Security, California’s State Teacher Retirement System (STRS), or another employee pension plan to its certificated staff and a 403b plan in conjunction with Social Security for the non-certificated full-time staff.

Non-certificated staff at RISE High participate in the federal Social Security system and have access to other school-sponsored retirement plans according to policies developed by DV LA and adopted as the school’s employee policies.

DV LA retains the option to designate employee participation in the pension plans mentioned above depending upon employee eligibility, and what DV LA determines is in the best interest of the RISE High staff and the school as a whole. DV LA will participate in Social Security as required by law.

If RISE High participates in STRS, in accordance with EC § 47611.3, the County shall create any reports required by STRS. At the County’s request, RISE High shall pay the County a reasonable fee for the provision of such services.

All compensation, benefits and other terms and conditions of employment shall be determined and implemented in accordance with DV LA’s policies and updated annually as needed. RISE High will submit all retirement data and will comply with all policies and procedures for payroll reporting. RISE High assures that it will provide retirement information in a format required by the County.

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**ELEMENT 12: DISPUTE RESOLUTION**

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***“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.” [EC § 47605.6(b)(5)(L)]***

RISE High and LACOE will be encouraged to attempt to resolve any disputes with LACOE amicably and reasonably without resorting to formal procedures. In the event of a dispute between RISE High and LACOE, the staff, employees and Board members of RISE High and LACOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and CEO/Superintendent of the Charter School. The party who claims there is a dispute shall identify the issue in the dispute statement with specificity and supporting facts.

In the event that the County Board of Education and LACOE staff believe that the dispute relates to an issue that could lead to revocation of the charter in accordance with EC § 47607, RISE High requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind LACOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to LACOE’s ability to proceed with revocation in accordance with EC § 47607 and its implementing regulations. At any time LACOE believes the dispute relates to an issue that could lead to revocation of RISE High, both parties will no longer be subject to this process. LACOE may proceed immediately with the notice and the revocation procedures as set forth in law and stated below if LACOE believes RISE High:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but limited to, revocation of the charter in accordance with EC § 47604.5, the matter will be addressed at the County Board’s discretion in accordance with that provision of law and any regulations pertaining thereto.

The responding party has twenty (20) business days to prepare a written response to the dispute statement. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within fifteen (15) business days of the date of the written response. The CEO/Superintendent of the Charter School shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the written response. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two DV LA Board members or designees who shall meet with the CEO/Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the written response.

If this joint meeting fails to resolve the dispute, the CEO/Superintendent of the Charter School shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and CEO/Superintendent. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and

RISE High. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and RISE High.

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## **ELEMENT 13: ADMISSION REQUIREMENTS**

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***“Admission policy and procedures, consistent with [Education Code 47605.6(e)].”***  
**[EC § 47605.6(b)(5)(M)]**

RISE High will be open to all students who wish to attend the school, as prescribed in EC § 47605.6(e)(2)(A). RISE High will not charge tuition, and will not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. RISE High shall receive ADA funding for pupils over nineteen (19) years of age only in accordance with applicable State law.

### **NO ADMISSIONS TESTING**

At the time of enrollment, assessments may be administered to determine a students’ placement in appropriate courses or need for instructional interventions; however, such assessments will not be used as a means to prohibit or discourage any student from attending RISE High.

### **APPLICATION AND ENROLLMENT PROCESS**

RISE High establishes an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) orientation sessions for students and parents; (3) an admissions application period; (4) an admissions lottery, if necessary; and (5) enrollment. RISE High may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

RISE High has developed a standardized application form required of all prospective students.

### **THE LOTTERY AND PRIORITY ADMISSIONS**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year as indicated on Lottery Application form. Following the open applications period each year, applications shall be counted to determine whether any Learning Site has received more applications than availability. Since RISE High is a unique, alternative program, space availability will not be determined by grade level but rather by the total capacity of each Learning Site. If the number of applications does not exceed spaces available, all students that have applied before the deadline will be enrolled at RISE High. Throughout the school year, when space is still available, students are enrolled on a first come, first serve basis.

In the event that demand exceeds capacity, RISE High will hold a public random drawing in accordance with EC § 47605.6(e)(2)(B), to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year. Parents of all applicants will be informed of the rules to be followed during the lottery process. Public notice will be posted on the school’s website and at all Learning Sites regarding the location, time and date of the drawing at least two weeks prior to the lottery date. The public random drawing will be scheduled in the month of March either on a weekend or after 6:00pm on a weekday so that as many parents and interested parties as possible are able to attend.

Notice to parents, in particular, will inform them that attendance at the drawing is not a requirement for the selection and enrollment of their students. The drawing will be held in a secure meeting room that is large enough to accommodate all parties that wish to observe the process.

Enrollment preferences in the case of a public random drawing shall be as follows:

- (1) Student residing in Los Angeles County; specifically defined as a student:
  - (a) Who is a foster child, as defined in EC 48853.5, or is a homeless child or youth, as defined in 42 USC § 11434a(2)
  - (b) With history of school non-attendance and/or is significantly credit deficient
  - (c) Who has dropped out of school
  - (d) Who is currently on probation
- (2) Siblings of students admitted or attending RISE High
- (3) All other applicants

Notification of admission status will be mailed to all applicants within two weeks of the public random drawing. Enrollment packets will be sent to students selected from the drawing and, with the exception of homeless and foster youth, will have five business days from the date of notification to accept the enrollment offer. School staff will be available to assist families in completing the enrollment packet, if needed. Considering their unique needs, homeless and foster youth will have at least fourteen days to accept the enrollment offer and staff shall use numerous means to notify the family (e.g., mail, phone, and e-mail).

Presuming there is space available, homeless and foster youth shall be immediately enrolled upon submission of enrollment packet and notified of their admission and enrollment status, even if all records required for enrollment are lacking. If the homeless and foster youth needs assistance in obtaining or completing necessary records, RISE High staff will enroll the homeless student, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. RISE High will help contact the school last attended by the student to obtain these records. If the student needs to obtain immunizations or does not have immunization or other medical records, RISE High staff will assist the parent/guardian in obtaining the necessary immunizations or records for the student. Enrollment packets will be sent to students selected from the drawing and will have five business days from the date of notification to accept the enrollment offer.

After the available spots have been filled, remaining students will be placed on a numerical waiting list, as determined by the drawing, and utilized as space becomes available throughout the school year.

These students will be informed of their waiting list priority number. Whenever a student is admitted from the waiting list, he/she will be notified by phone call and written communication from RISE High's Office Manager and will have five business days from the date of notification to accept the enrollment offer. School staff will be available to assist families in completing the enrollment packet, if needed.

Students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied whenever enrollment is impacted during the school year. The waiting list will not carry over to the following school year.

Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be filed at RISE High. Results and waiting lists from the public random drawing will be readily available in the main office at Learning Site #1 for inspection upon request. Each applicant's admissions application will be kept on file for the academic year, with his/her assigned lottery number, in the school database.

### **PARENTAL INVOLVEMENT AND VOLUNTEER HOURS**

Although parental involvement is encouraged and can support the success of the student and the school, parents of all applicants and enrolled students will be notified that parental involvement is not a requirement for acceptance to, or continued enrollment at, RISE High. Furthermore, in accordance to EC § 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, RISE High will not mandate parental volunteer hours as a criterion for admission or continued enrollment.

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**ELEMENT 14: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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***“The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.” [EC § 47605.6(b)(5)(N)]***

No student, whether or not a resident of Los Angeles County is required to attend RISE High. Students who opt not to attend RISE High will be referred to their school district of attendance. Parents will be informed of other possible schools and/or programs that are available to students within Los Angeles County, including intradistrict transfer options within their school districts of residence, interdistrict transfer options, district of choice program, LACOE schools, and other charter schools.

The parent of each student enrolled in RISE High shall be informed upon enrollment and within the Student/Parent Handbook that the student has no right to admission in a particular school or program of any local education agency as a result of enrollment in RISE High.

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**ELEMENT 15: RIGHTS OF EMPLOYEES**

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***“The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.”***  
**[EC § 47605.6(b)(5)(O)]**

No LACOE employee shall be required to work at RISE High. Individuals who choose to leave the employment of LACOE to work at RISE High shall have no automatic rights of return to LACOE after employment at RISE High unless specifically granted by LACOE through leave of absence or other agreement or policy of LACOE as aligned with its collective bargaining agreements. Leave and return rights for LACOE union-represented employees and former employees who accept employment with RISE High will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No county office of education employee shall be required to work at RISE High. RISE High employees shall have any right upon leaving a county office of education to work in the Charter School that the county office of education may specify, any rights of return to employment in a county office of education after employment in the Charter School that the county office of education may specify, and any other rights upon leaving employment to work in the Charter School that the county office of education determines to be reasonable and not in conflict with any law.

All employees of RISE High will be considered the exclusive employees of the Charter School and not of LACOE or another county office of education, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at LACOE or other county office of education will not be transferred to RISE High. Employment by RISE High provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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**ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES**

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”***  
**[EC § 47605.6(b)(5)(P)]**

Closure of RISE High will be documented by official action of the Board of Trustees. The action will identify the reason for closure and identify an entity and person or persons responsible for closure-related activities (e.g., CEO/Superintendent).

RISE High shall promptly notify its parents and students, LACOE, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure following the Board’s official action. This notice will include:

- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure
- The manner in which parents may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- The student’s school district of residence
- Information to assist the parent and student in locating suitable alternative programs

RISE High will also develop a list of students in each grade level and the classes they have completed, together with information on the student’s districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, RISE High shall provide parents and students with copies of all appropriate student records, including a transcript indicating the grades any full or partial credits earned for courses taken at RISE High, and will otherwise assist students in transferring to their next school of enrollment. RISE High shall transfer all student records in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 USC § 1232, to LACOE within ninety (90) calendar days or within a mutually agreed upon time-frame from the date of the Charter School’s closure. If LACOE will not or cannot store the student records, the Charter School shall work with LACOE to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, RISE High will prepare final financial records. RISE High will pay to have an independent audit performed by a qualified Certified Public Accountant within six months after closure, which will be provided to LACOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and

unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RISE High.

RISE High will complete and file any annual reports required pursuant to EC § 47604.33.

All assets of RISE High, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending RISE High, remain the sole property of the nonprofit public benefit corporation (DV LA). Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015- 07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 USC § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from LACOE or LACOE property will be promptly returned upon Charter School closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As RISE High is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, RISE High shall remain solely responsible for all liabilities arising from the operation of the Charter School and shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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## ADDITIONAL PROVISIONS

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”***

**[EC 47605.6(b)(5)(P)]**

### INSURANCE

No coverage shall be provided to RISE High by LACOE under any of the County’s self-insured programs or commercial insurance policies. RISE High shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to LACOE [A.M. Best A-, VII or better] to protect the Charter School from claims that may arise from its operations. Each RISE High Learning Site shall meet the below insurance requirements individually.

It shall be RISE High’s responsibility, not the County’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

- (1) Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name Los Angeles County Office of Education and the Board of Education of the County of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the County which may be applicable to any claims or loss shall be deemed excess and the Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the County.
- (2) Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- (3) Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student transportation service. If the Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- (4) Crime Insurance or Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence and \$1,000,000 general aggregate, with no self-insured retention.
- (5) Cyber liability insurance coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 general aggregate.
- (6) Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

- (7) Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- (8) Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- (9) Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

RISE High shall furnish to the County within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the County reserves the right to require certified copies of any required insurance policies.

Should RISE High deem it prudent and/or desirable to have insurance coverage for damage or theft to the Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the County and its purchase shall be the responsibility of RISE High.

#### **Indemnification**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LACOE and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **A. COUNTY OVERSIGHT COSTS**

LACOE may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue, unless the County Board contracts out a portion of this oversight to a third party pursuant to EC § 47605.6(c).

### **B. CASH RESERVES**

RISE High acknowledges that the recommended cash reserve is 5% of expenditures, as provided in 5 CCR § 15450.

### **C. COUNTY AUDIT AND OVERSIGHT**

RISE High is subject to County oversight.

- The County's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitors the fiscal condition of RISE High.
- The County is authorized to revoke this Charter for, among other reasons, the failure of RISE High to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.
- RISE High shall comply with EC § 47604.3 regarding responding to reasonable inquiries from the County.

### **D. INTERNAL FISCAL CONTROLS**

RISE High shall develop and maintain sound internal fiscal control policies governing all financial activities.

### **E. LOCAL CONTROL AND ACCOUNTABILITY PLAN**

In accordance with EC §§ 47604.33 and 47606.5, RISE High shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of EC § 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." [EC § 47606.5(b)]

## **BUDGETS AND FINANCIAL REPORTING**

Attached, please find the following documents:

- Budget narrative
- Budget including costs, cash-flow, and assumptions
- Financial projections and cash flow for at least three years of operation

These documents are based upon the best data available to the petitioners at this time.

RISE High shall provide reports to the County Superintendent of Schools as follows in accordance with EC § 47604.33, and shall provide additional fiscal reports as requested by the County:

- (1) By July 1, a preliminary budget for the current fiscal year.
- (2) By July 1, a LCAP and an annual update to the LCAP required pursuant to EC § 47606.5.
- (3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- (4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- (5) By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

RISE High shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by EC § 47604.33, the School Accountability Report Card (SARC), and the LCAP.

RISE High agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with EC §§ 47604.32 and 47607.

RISE High shall annually develop an LCFF budget overview for parents in accordance with EC § 52064.1.

### **ADMINISTRATIVE SERVICES**

RISE High will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.