Rite of Passage Charter High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rite of Passage Charter High School
Street	2560 Business Parkway
City, State, Zip	Minden NV 89423
Phone Number	775.267.9411
Principal	Rich Alexander/Russell DeWalt
Email Address	ralexander@edcoe.org/rdewalt@edcoe.org
Website	www.edcoe.org
County-District-School (CDS) Code	09100900930131

Entity	Contact Information
District Name	El Dorado County Office of Education
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
Website	www.edcoe.org

School Description and Mission Statement (School Year 2019-20)

Rite of Passage Charter High School (ROPCHS) exclusively serves students in grades 9 – 12 residing in therapeutic Short Term Residential Treatment Programs (STRTP) operated by Rite of Passage Athletic Training Centers and Schools (ROPATCS), a private, non-profit corporation. The school has programs on three campuses: Sierra Ridge in California, Sierra Sage Academy in Nevada and Qualifying House in Nevada. Rite of Passage specializes in treating adjudicated young men and women who have a history of failure in multiple prior placements. ROPCHS offers an individualized educational program that includes academics, counseling, service learning projects and work-readiness training. Our goal is to empower our students to become productive, confident, active and contributing members of their communities and to take control of their own lives.

ROPCHS has undergone some transitions over the past several years to accommodate the changing needs of students. In July, 2015 Silver State Academy (a program for males) was renamed Sierra Sage Academy and reconfigured to accommodate the growing need to support abused and trafficked girls who are involved in the juvenile justice system. This female programming model will enable eligible girls to transition to the Qualifying House program in Minden to be a part of the female program that was added to this campus two years ago. Male students at Qualifying House are transitioned from Sierra Ridge Academy as part of their overall case plan. Several of the students currently at Qualifying House are directly placed from other agencies. Qualifying House provides a transitional program that addresses independent living skills for students as they prepare to enter college, return to high school, or enter the work force.

The school program at each site provides academic and vocational training to help students acquire the skills necessary to become productive, contributing members of society. In addition, students participate in interscholastic athletic competition, extensive social skills training programs, and specialized therapy. Due to the nature of the new Short Term Residential Treatment Program (STRTP) model, the school operates 251 days a year and is open entry/open exit. Students enroll and are withdrawn based on treatment decisions and not exclusively on school-related factors. The school seeks to extend each individual student's academic and vocational skills based on their unique needs and length of stay in the program. The school, although a charter school, is WASC accredited and meets all requirements for a students to acquire a high school diploma in California.

Vision Statement
At Rite of Passage Charter High School, we believe that all students can and will succeed.

Mission Statement
The mission of the Rite of Passage Charter High School (ROPCHS) is to provide a meaningful and measurable learning experience for students who have not been successful in traditional school settings. ROPCHS is specifically designed for students who have not experienced academic success and/or may have exhibited behavior problems in prior placement(s). ROPCHS is committed to providing a positive, student-centered, safe, and academically comprehensive program that is sensitive to the varied learning styles of all students. We believe all students can succeed.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	11
Grade 10	21
Grade 11	35
Grade 12	54
Total Enrollment	121

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	21.5
American Indian or Alaska Native	2.5
Filipino	1.7
Hispanic or Latino	46.3
Native Hawaiian or Pacific Islander	1.7
White	23.1
Two or More Races	3.3
Socioeconomically Disadvantaged	100
English Learners	12.4
Students with Disabilities	29.8
Foster Youth	56.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	11	12	12
Without Full Credential	1	3	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

At Rite of Passage Charter High School, students arrive from different schools with a variety of levels of readiness and needs in terms of credits for a high school diploma. For this reason, all sites use a variety of curricular resources to meet the needs of each individual student. Materials are aligned with the California Contents Standards. Odysseyware and other resources are used and are aligned with content standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Elements of Language Arts, 2nd Course (2007); Holt Literature, 3rd Course (2003) Odysseyware Online Curriculum	Yes	0%
Mathematics	McDougal-Littel Algebra 1 (2001); McDougal-Littel Algebra/Trigonometry (1997); McDougal-Littel Geometry (2003); McDougal-Littel Pre-Algebra (2005) Odysseyware Online Curriculum	Yes	0%
Science	Prentice-Hall Exploring Life Science (2001); Prentice-Hall Exploring Physical Science (2001); AGS General Science (2007) Odysseyware Online Curriculum	Yes	0%
History-Social Science	Access World History (2005); Prentice-Hall American Government (2002); Prentice-Hall America-Pathways to the Present (2005); Prentice-Hall Connection of Today (2005); Prentice-Hall Economics (2003) Odysseyware Online Curriculum	Yes	0%
Health	Prentice-Hall Skills for Wellness (2001)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The schools operate exclusively in facilities that are owned and maintained by Rite of Passage. The sites are inspected throughout the year and annually by all the agencies that place students in the facility to ensure conditions meet licensing requirements for residential group homes. One campus in Nevada is located on tribal land and it is additionally inspected by federal agencies on a bi-yearly basis. All classrooms and offices meet or exceed all current standards. The California campus is an older facility and ROP is planning a significant update to the facilities in Spring 2020. At all sites, a number of vocational programs require a focus on safety regulations and these have recently passed rigorous safety inspections by outside agencies. All buildings are regularly inspected and maintained creating a pleasant and safe work environment for all.

Two of the three school facilities are in good condition, Sierra Ridge Academy located in San Andreas is old and requires more attention. A two-year plan is in place to dramatically improve the school facilities at Sierra Ridge. The report below represents the two schools, Qualifying House and Sierra Sage Academy. Sierra Ridge Academy would be described to be in fair condition in most categories.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 12/01/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Sewer system and mechanical are inspected regularly and meet standards.
Interior: Interior Surfaces	Good	Graffiti is promptly removed and walls are painted on a regular schedule.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	The buildings and facilities are cleaned on a regular schedule. The school is pest and vermin free.
Electrical: Electrical	Good	The electrical was completely upgraded in the new building and remodeling and meets or exceeds needs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms are clean and well maintained.
Safety: Fire Safety, Hazardous Materials	Good	All hazardous materials are stored to standard and inspected regularly for compliance.
Structural: Structural Damage, Roofs	Good	Structures are maintained and repaired immediately.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The grounds are well landscaped and attractive. The building exteriors are well maintained and promptly repaired.
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	9	4	51	52	50	50
Mathematics (grades 3-8 and 11)	0	0	33	35	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	25	86.21	13.79	4.00
Male	14	12	85.71	14.29	0.00
Female	15	13	86.67	13.33	7.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	16	14	87.50	12.50	0.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	29	25	86.21	13.79	4.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	18	16	88.89	11.11	6.25
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	29	25	86.21	13.79	0.00
Male	14	11	78.57	21.43	0.00
Female	15	14	93.33	6.67	0.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	16	14	87.50	12.50	0.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	29	25	86.21	13.79	0.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	18	16	88.89	11.11	0.00
Homeless					

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

As ROPCHS is a program for students in an alternative setting and the length of stay rarely exceeds 9 months, programs offered are tailored to meet this timeline and do not follow the traditional CTE requirements. This is reflected in the reporting to CALPADS for our DASS program. Students are required to complete a minimum of 150 hours of occupational training in one of several career fields in order to successfully exit from the group living facility. Many students exceed this minimum requirement if their length of stay in the program permits and depending on the site that they attend.. The routine student schedule includes a minimum of one hour of career training per school day with opportunity for additional hours as academic requirements are met.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Most students enrolled in ROPCHS are wards of various court systems and placed in the Rite of Passage STRTP setting. The El Dorado County Office of Education and Rite of Passage have provided services as a partnership for over thirty years to improve the lives of the students we serve. For many students, Rite of Passage case managers serve in the role of the parent in most day to day circumstances. Parents/guardians are contacted annually by ROP to receive feedback on student progress and success after placement. The school informs parents of student progress at the end of each trimester via US Mail. Report cards, assessment data, summary progress information and awards are mailed to parents at regular intervals. School personnel meet with case managers, therapists and staff at weekly MDT meetings to provide data. This data is shared with Probation and parents during case management conferences. Students make supervised telephone and Skype contacts with families on a regular basis. Parents are invited to events held on site such as assemblies, athletic events, and ceremonies. ROPCHS continues to seek additional ways to involve parents in their child's education.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	19.6	12	27.4	17.4	19.5	22.5	9.7	9.1	9.6
Graduation Rate	56.9	59	46.8	62.1	54.4	49.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	4.7	4.5	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Rite of Passage operates all three facilities and provides safety and behavior management services for students while in their care. Fire drill plans and emergency procedures are posted in each classroom. School staff receive regular training on site emergency procedures, the use and location fire extinguishers, and lock down procedures. Rite of Passage staff provides training to students and all staff (included ROPCHS staff). Weekly and monthly site safety inspections and drills are held by designated staff under the supervision of Rite of Passage Management.The site safety plan is reviewed bi-annually and updated by ROP personnel with input from school personnel. School personnel review site safety at regular monthly staff meetings and update the plan as new material and training are received. Staff report safety hazards to maintenance staff for immediate attention. Key elements of the plan include a Fire Safety Plan, an Emergency Disaster Plan, a Flood plan, an Earthquake Plan, an Imminent Threat Plan (criminal activity), a Mass Casualty Incident, First Aid/Medical Procedures and an Emergency Phone List. Staff are instructed to keep the plan near the phone and to add updates regularly. Emergency exit maps and maps of placement of fire safety equipment are in each classroom.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	18	2		9	19		1	10	13		
Mathematics	12	13	3		12	13		1	12	9		
Science	13	8	2		13	9	2		12	9		
Social Science	14	13	1	1	9	20	1	1	9	18		

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	121.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19947	5243	14703	58020
District	N/A	N/A	18538	73089
Percent Difference - School Site and District	N/A	N/A	-23.1	-23.0
State	N/A	N/A	$7,506.64	80680
Percent Difference - School Site and State	N/A	N/A	64.8	-32.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

As ROPCHS is not in Program Improvement status, SES services are not available. Currently, Title IA funds are used for programs offered throughout the school day to support students in need of reading, language, and math support. In addition, Title ID funds are used to provide intervention services to students in need of additional support. TItle III funds are used as needed for support of English Learners who enroll in our school.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Each school conducts bi-weekly staff development sessions to ensure the instructional process includes assessment and evidence-based strategies for at-risk students. Training decisions are made by the staff to meet needs based on formal and informal needs assessments. Staff development is focused on strategies for the reluctant learner, data collection, assessment, feedback to students, and methods for working with at-risk youth, including training specific to the operation of a "Road to Success Academy" model (LACOE supported professional development). Staff members have are provided with opportunities to attend workshops and training to increase knowledge of common core standards and Smarter Balanced Testing (CAASPP). All staff participate in trainings equivalent to fifteen full days of staff development. Staff development has included half-day workshops, attendance at conferences, book/peer study groups, and attendance at classes offered through universities and colleges. In addition to methods and strategies training, staff members have chosen to upgrade technology skills as they use Interactive White Boards and Chromebooks. Training has been provided by site IT staff and district staff as well as product representatives. ROP also provides support for professional development of staff in relation to PREA and other programs specific to the unique needs of our students. The sites have a small staff and utilize the expertise of peers to build skills by mentoring, idea exchanges, and peer observations in the classroom. The site administrators work with their staff to facilitate individual and group development.