

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School 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	John Fry
E-mail Address	jfry@edcoe.org
School Website	www.edcoe.org
CDS Code	09100900930131

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	El Dorado County Office of Education
Street	6767 Green Valley Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
Web Site	www.edcoe.org
E-mail Address	gmarchini@edcoe.org

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Rite of Passage Charter High School exclusively serves students in grades 9 – 12 residing in therapeutic foster group homes 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.

In July, 2015 Silver State Academy was renamed Sierra Sage Academy and reconfigured to accommodate the growing need to support abused and trafficked girls who are caught up in the juvenile justice system. Placing agencies are using Sierra Sage Academy as a program option, projected school enrollment will be 24 students by January 1, 2016. This female programming model will enable some 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 can transition from Sierra Ridge Academy as part of their overall case plan. The female students currently at Qualifying House at this time are direct placements from other agencies.

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 foster group home, 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 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.

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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

All students enrolled in the school are wards of various court systems and placed in the Rite of Passage foster group home 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. 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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Rite of Passage operates the facility 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. 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. The 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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: 12/01/2016

This section should be kept to 1-2 paragraphs.

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 the near future. 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.

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer system and mechanical are inspected regularly and meet standards.
Interior: Interior Surfaces	X			Graffiti is promptly removed and walls are painted on a regular schedule.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			The buildings and facilities are cleaned on a regular schedule. The school is pest and vermin free.
Electrical: Electrical	X			The electrical was completely upgraded in the new building and remodeling and meets or exceeds needs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms are clean and well maintained.
Safety: Fire Safety, Hazardous Materials	X			All hazardous materials are stored to standard and inspected regularly for compliance.
Structural: Structural Damage, Roofs	X			Structures are maintained and repaired immediately.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The grounds are well landscaped and attractive. The building exteriors are well maintained and promptly repaired.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	14	13	96
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	3	1	0	2
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	4	1	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	1

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	2	♦
Psychologist	0	♦
Social Worker	0	♦
Nurse	0	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	0	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: 09/10/15

This section should be kept to 1-2 paragraphs.

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. The programs are in the process of reviewing new materials to be better aligned with the Common Core State Standards. Odysseyware and other resources are being piloted in the 2015-16 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Elements of Language Arts, 2nd Course (2007); Holt Literature, 3rd Course (2003)	Yes	0%
Mathematics	McDougal-Littel Algebra 1 (2001); McDougal-Littel Algebra/Trigonometry (1997); McDougal-Littel Geometry (2003); McDougal-Littel Pre-Algebra (2005)	Yes	0%
Science	Prentice-Hall Exploring Life Science (2001); Prentice-Hall Exploring Physical Science (2001); AGS General Science (2007)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)	Yes	0%
Foreign Language	NA	Yes	0%
Health	Prentice-Hall Skills for Wellness (2001)	Yes	0%
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12 schools only)	NA		

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	18,271	18,271	0	54,161
District	♦	♦	5,311	63,109
Percent Difference: School Site and District	♦	♦	-100.0	-14.2
State	♦	♦	0	74,090
Percent Difference: School Site and State	♦	♦		-26.9

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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. Staff members have are provided with opportunities to attend workshops and training to increase knowledge of common core standards and Smarter Balanced Testing. 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 "Smart Boards" and Chromebooks. Training has been provided by site IT staff and district staff as well as product representatives. The sites have a small staffs 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.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Students are required to complete a minimum of 250 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. The routine student schedule includes a minimum of two hours of career training per school day with opportunity for additional hours as academic requirements are met.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	70
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	31%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	100%