

Rite of Passage Charter High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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	John Fry/Russell DeWalt
E-mail Address	jfry@edcoe.org / rdewalt@edcoe.org
Web Site	www.edcoe.org
CDS Code	09100900930131

District Contact Information	
District Name	El Dorado County Office of Education
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
E-mail Address	emanansala@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (School Year 2018-19)

Rite of Passage Charter High School (ROPCHS) 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. 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. Many students have the opportunity to be employed and they learn to balance their time between their job and school requirements.

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 2017-18)

Grade Level	Number of Students
Grade 9	29
Grade 10	30
Grade 11	35
Grade 12	56
Total Enrollment	150

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	28.0
American Indian or Alaska Native	2.0
Asian	0.7
Filipino	0.7
Hispanic or Latino	48.0
Native Hawaiian or Pacific Islander	0.7
White	16.7
Socioeconomically Disadvantaged	100.0
English Learners	14.0
Students with Disabilities	26.7
Foster Youth	45.3

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	10	11	89
Without Full Credential	0	1	3	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	1

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 2018-19)

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 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) 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%
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)	NA		

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 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.

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. 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/01/2017		
System Inspected	Repair Status	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/01/2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	16.0	9.0	37.0	51.0	48.0	50.0
Mathematics (grades 3-8 and 11)	3.0	0.0	22.0	33.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	32	64.00	9.38
Male	32	21	65.63	0.00
Female	18	11	61.11	27.27
Black or African American	12	9	75.00	0.00
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	16	61.54	6.25
White	--	--	--	--
Socioeconomically Disadvantaged	50	32	64.00	9.38
English Learners	--	--	--	--
Students with Disabilities	18	10	55.56	10.00
Foster Youth	34	23	67.65	4.35

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	32	65.31	0
Male	32	21	65.63	0
Female	17	11	64.71	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	16	61.54	0
White	--	--	--	--
Socioeconomically Disadvantaged	49	32	65.31	0
English Learners	--	--	--	--
Students with Disabilities	18	10	55.56	0
Foster Youth	34	23	67.65	0

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	70
% of pupils completing a CTE program and earning a high school diploma	31%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	36.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	**	**	**

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.

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 2018-19)

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.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	14.7	19.6	12.0	22.7	17.4	19.5	10.7	9.7	9.1
Graduation Rate	68.0	56.9	59.0	61.3	62.1	54.4	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	76.7	88.7
Black or African American	93.8	83.3	82.2
American Indian or Alaska Native	0.0	75.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	66.7	62.0	92.1
Two or More Races	50.0	54.6	91.2
Socioeconomically Disadvantaged	100.0	79.8	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	95.2	54.0	67.1
Foster Youth	100.0	100.0	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	5.3	4.7	4.5	3.7	3.7	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 2018-19)

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. 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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	14			9.0	18	2		9.0	19		1
Mathematics	10.0	11	1		12.0	13	3		12.0	13		1
Science	11.0	9	1		13.0	8	2		13.0	9	2	
Social Science	11.0	16			14.0	13	1	1	9.0	20	1	1

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	2	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20493	6184	14309	56492
District	N/A	N/A	7956	71478
Percent Difference: School Site and District	N/A	N/A	57.1	-23.4
State	N/A	N/A	\$7,125	79128
Percent Difference: School Site and State	N/A	N/A	67.0	-33.4

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 2017-18)

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 (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 Smart 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.