

## 2019 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

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 and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides 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. 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](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2019-20\)](#)

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

<b>School Name</b>	Rite of Passage Charter High School
<b>Street</b>	2560 Business Parkway
<b>City, State, Zip</b>	Minden NV 89423
<b>Phone Number</b>	775.267.9411
<b>Principal</b>	Rich Alexander/Russell DeWalt
<b>E-mail Address</b>	ralexander@edcoe.org/rdewalt@edcoe.org
<b>School Website</b>	www.edcoe.org
<b>CDS Code</b>	09100900930131

### [District Contact Information \(School Year 2019-20\)](#)

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

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

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

Please review and complete 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.

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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 student 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.

### Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete 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 parental involvement. This section should be kept to 1-2 paragraphs.

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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.

### School Safety Plan (School Year 2019-20)

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

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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.

## School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected 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
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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

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 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 (School Year 2019-20)**

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

**This data should match the most recent inspection/FIT report for your school.**

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

## Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	10	11	12	12
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	3	1	1
<b>Teaching Outside Subject Area of Competence</b> 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	0

## Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b> '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	0	0
<b>Total Teacher Misassignments</b> '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.	0	0	0
<b>Vacant Teacher Positions</b> '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.	1	1	0

## Textbooks and Instructional Materials (School Year 2019-20)

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.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2018

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. Odysseyware and other resources are used and are aligned with content standards.

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) 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Prentice-Hall Exploring Life Science (2001); Prentice-Hall Exploring Physical Science (2001); AGS General Science (2007) Odysseyware Online Curriculum	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	NA	Yes	0%
<b>Health</b>	Prentice-Hall Skills for Wellness (2001)	Yes	0%
<b>Visual and Performing Arts</b>	NA		
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	NA		

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



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

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- 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 17-18.

The most recent data available from CDE is for fiscal year 2017-18. 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 17-18, is correct.

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

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

**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.

**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 2018-19)

Please review and complete 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.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, 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. Title III funds are used as needed for support of English Learners who enroll in our school.

### Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

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

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may 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.)?

This section should be kept to 1-2 paragraphs.

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.

## 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 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of 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, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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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.