

Rite of Passage Charter High School (ROPCHS)

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Rite of Passage Charter High School (ROPCHS)
Street	10400 Fricot City Road
City, State, Zip	San Andreas CA 95249
Phone Number	530-295-2320
Principal	Carey Buchanan
Email Address	cbuchanan@edcoe.org
School Website	http://edcoe.org/educational-services/k-12-educational-programs/rite-of-passage-
Grade Span	9-12
County-District-School (CDS) Code	09100900930131

2025-26 District Contact Information

District Name	Rite of Passage Charter High School
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2025-26 School Description and Mission Statement

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 two campuses: Sierra Ridge in California 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, credit recovery, 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, taking control of their own lives.

ROPCHS has undergone several transitions over the past few years to accommodate the changing needs of its students. One of the biggest changes is the demographic shift at Qualifying House. The Qualifying House has transitioned to serving an all-female population, with the vast majority of placements coming from outside placement agencies. With this transition, students no longer transfer from Sierra Ridge to Qualifying House. Enrollment at Sierra Ridge has remained largely unchanged, with the exception of a significant decline in student numbers since the transition to becoming an STRTP.

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 for 251 days a year and has an open-entry/open-exit policy. Students are enrolled and withdrawn based on treatment decisions, not exclusively on school-related factors. The school aims to enhance each student's academic and vocational skills, tailored to their unique needs and length of stay in the program. The school, although a charter school, is WASC-accredited and meets all requirements for students to acquire a high school diploma in California. ROPCHS also offers comprehensive credit recovery in the full breadth of subjects, available through a PM vocational Study Hall program. Most credit recovery is offered through Odysseyware, a fully accredited educational platform that offers a wide variety of standards-aligned courses, some of which qualify as A-G courses as of 2015.

Vision Statement

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

2025-26 School Description and Mission Statement

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	20
Grade 10	24
Grade 11	26
Grade 12	24
Total Enrollment	94

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.9
Male	68
Non-Binary	0
American Indian or Alaska Native	0
Asian	2.1
Black or African American	23.4
Filipino	0
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	2.1
Two or More Races	5.3
White	27.6
English Learners	10.6
Foster Youth	88.5
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100
Students with Disabilities	42.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.4	53.85	71	61.39	234405.2	84
Intern Credential Holders Properly Assigned	1	15.7	3	2.59	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.4	7.06	6	5.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	23.08	21.4	18.51	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.1	12.24	15831.9	5.67
Total Teaching Positions	5	100	115.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	51.5	71.9	59.16	231142.4	83.24
Intern Credential Holders Properly Assigned	1	16.67	1.8	1.48	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	8.67	12.9	10.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	23	18.2	15.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	16.6	13.71	14303.8	5.15
Total Teaching Positions	5	100	121.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	47.57	93.6	64.91	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.5	3.84	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	3.13	16.8	11.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	36.78	15.7	10.91	12112.8	4.34
Unknown/Incomplete/NA	0.8	12.52	12.4	8.65	13705.8	4.91
Total Teaching Positions	5	100	144.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.40	0.5	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	0.5	0.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.40	1.3	2.3
Total Out-of-Field Teachers	1.40	1.3	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.7	30.3	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	BrightThinker IXL Odysseyware Online Curriculum Reading with Relevance Edge Reading, Writing & Language, Levels A, B, C & Fundamental, 2014	0%
Mathematics	McGraw Hill "Reveal Geometry" (2020); McGraw Hill "Reveal Algebra 1" (2020); McGraw Hill "Reveal Algebra 2" (2020) Odysseyware Online Curriculum IXL	0%
Science	McGraw Hill "Inspire Biology" (2020); McGraw Hill "Inspire Physical Science" (2021) Odysseyware Online Curriculum IXL	0%
History-Social Science	Teacher's Curriculum Institute "Geography Alive! Regions and People" (2019); Teacher's Curriculum Institute "History Alive! World Connections" (2020); Teacher's Curriculum Institute "History Alive! Pursuing American Ideals" (2019); Teacher's Curriculum Institute "Government Alive! Power, Politics, and You" (2020); Teacher's Curriculum Institute "Econ Alive! The Power to Choose" (2020) Odysseyware Online Curriculum IXL	0%
Foreign Language	Odysseyware Online Curriculum	0%

Health	Prentice-Hall "Health" (2007 - 2024), Odysseyware Online Curriculum	0%
Visual and Performing Arts	NA	
Science Laboratory Equipment (grades 9-12)	NA	

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

School Facility Conditions and Planned Improvements

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. All classrooms and offices meet or exceed all current standards at Qualifying House. 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.

One of the two school facilities is in good condition, that being the Qualifying House. Sierra Ridge Academy, located in San Andreas, is old and requires more attention. A two-year plan had been in place to dramatically improve the school facilities at Sierra Ridge, but these plans have been indefinitely delayed by Rite of Passage. The report below represents the Qualifying House and Sierra Ridge Academy.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		The buildings and facilities at Q House is cleaned on a regular schedule. At Sierra Ridge Academy, the cleaning schedule is less regular in the education buildings. The school sites are pest and vermin free.
Electrical			X	The electrical completely upgraded/ 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.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	--	55	59	47	48
Mathematics (grades 3-8 and 11)	11	--	38	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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 this depends on the site 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. CTE tracks available at both Sierra Ridge and Qualifying House include the OSHA 10-Hour General Certification, Serv-Safe Food Handler's and Allergens Certificates, and CPR/First Aid. Sierra Ridge also now offers a comprehensive Culinary Arts program as part of its regularly scheduled school day, staffed by a credentialed CTE teacher with extensive experience in the field and an AOS degree in Culinary Arts.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	(--)	(--)	(--)	(--)	(--)

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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 partnered to provide services for over thirty years, improving the lives of the students we serve. For many students, Rite of Passage case managers serve in the role of a parent in most day-to-day circumstances. Parents/guardians are contacted annually by ROP to receive feedback on student progress and

2025-26 Opportunities for Parental Involvement

success after placement. The school informs parents of their student's progress at the end of each trimester via U.S. 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 (Multi-Disciplinary Team) and CFT meetings to provide data. This data is shared with Probation and parents during case management conferences. Students make supervised telephone and Zoom contacts with families on a regular basis. Parents are invited to on-site events, including assemblies, athletic events, and ceremonies. Parents are also invited to IEP meetings and are mailed parent surveys to complete. ROPCHS continues to seek additional ways to involve parents in their child's education.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	38.9	16.7	36.4	20.9	14.8	14.6	8.2	8.9	8
Graduation Rate	44.4	58.3	66.7	70.1	78.7	71.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	15	6	66.7
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	11	6	54.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	94	57	0	0.0
Female	30	18	0	0.0
Male	64	39	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	22	11	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	37	23	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	17	0	0.0
English Learners	--	--	--	--
Foster Youth	77	48	0	0.0
Homeless	--	--	--	--
Socioeconomically Disadvantaged	94	57	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	40	23	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.31	2.25	1.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Rite of Passage operates both facilities and provides safety and behavior management services for students while in their care. As an STRTP, Rite of Passage is required to maintain an up-to-date safety plan to meet the requirements of various licensing agencies. Fire drill plans and emergency procedures are posted in each classroom. School staff receive regular training on site emergency procedures, the use and location of fire extinguishers, and lockdown procedures. Rite of Passage staff provides training to students and all staff (including 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 biannually 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 (for criminal activity), a Mass Casualty Incident Plan, 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 indicating the location of fire safety equipment are located in each classroom.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	5	0	0
Mathematics	8	5	0	0
Science	8	5	0	0
Social Science	8	5	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	5		
Mathematics	8	5		
Science	8	5		
Social Science	8	5		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	5		
Mathematics	8	5		
Science	8	5		
Social Science	8	5		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.8
Other	0.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	82568	22218	60349	75881
District	N/A	N/A	12521	
Percent Difference - School Site and District	N/A	N/A	131.3	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	56,406	55,248
Mid-Range Teacher Salary	77,199	80,746
Highest Teacher Salary	97,971	109,655
Average Principal Salary (Elementary)	119,252	133,828
Average Principal Salary (Middle)	131,472	142,253
Average Principal Salary (High)	144,948	149,893
Superintendent Salary		155,954
Percent of Budget for Teacher Salaries		6.12%
Percent of Budget for Administrative Salaries		25.26%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

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 the needs, based on both formal and informal needs assessments. Staff development focuses on strategies for the reluctant learner, data collection, assessment, and feedback to students, as well as 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 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 training equivalent to fifteen full days of staff development (multiple half days). Staff development has included half-day workshops, attendance at virtual 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 various online tools and Chromebooks. Training has been provided by site IT staff, district staff, and 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	12