

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP for Rite of Passage Charter High School includes goals and action specific to the needs of our students so that they leave the ROP program prepared for their transition to their high school of residence, college (or other post-secondary pursuit), or career. While the pandemic most certainly provided challenges for staff and students, there have also been some key learning opportunities which, ultimately, can benefit the students at ROPCHS.

In multiple goals, there is reference to The New Teacher Project and Learning Acceleration. Over the course of the 20/21 school year, as a result of the pandemic and concerns about interrupted learning, our staff had the opportunity to participate in a 4-part series that provided an overview of the research conducted by TNTP around interrupted learning and how to accelerate learning to improve student outcomes. Our team found that this approach to instruction actually addresses the normal conditions for students in our programs. The history of disruption to education, lack of credits toward graduation, and missing connection to school are all conditions that effect our students. The training that was started this year with TNTP sparked great interest for our staff and we will continue to pursue learning around the implementation of the key elements presented by TNTP: Identification of priority content, ensuring that teachers are addressing rigor and standards-aligned content, and access to high-quality, standards -aligned materials.

At ROPCHS we continue to implement a project-based learning model (RTSA) focused on thematic units that highlight various areas of strength in relation to the students we serve. Themes for these units include empowerment, perseverance, resiliency, integrity, and empathy. In 2019-20, we had set goals for staff training in this area and intended to use CSI funds to complete this training. With the pandemic, this was interrupted (we fit in one site visit) and we plan to continue to pursue this training in the upcoming months. This training will occur in tandem with the TNTP training so that the key elements of both initiatives are blended to best support the students that we serve.

Another highlight of our LCAP is that we are intending to offer a more robust CTE program for our students. We have explored credentialing options and courses that would benefit students and also would allow for our CTE focus to be reflected on the California Dashboard. We currently offer OSHA and SafeServe certifications. We are surveying students to explore other opportunities that might culminate in the form of a Student-Led Enterprise (an entrepreneurship opportunity for students that is captured on the California Dashboard for DASS schools in the Career/College indicator) or an internship opportunity.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Rite of Passage Charter High School is currently eligible for CSI based on the graduation rate from 2018.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

CSI plans for ROPCHS have evolved as student graduation rates have improved over the years. The current plan (outlined in the 2020/21 SPSA) was developed based on staff input and around the data that indicates that the graduation rate has improved significantly over the past three years. Since ROPCHS is the LEA, we are the entity that creates the plan. Staff was included in the development of the plan and data around student engagement and potential learning loss (due to the pandemic) was also considered.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The plan is monitored by annual review of activities to see if they were completed and a review of the graduation rate each year to see if progress has occurred. Current data indicates the graduation rate has improved as follows: 2018: 59% 2019: 72.9% 2020: 74.2%. It is clear that the practices that have been implemented continue to result in improvements to the graduation rate. The monitoring activities that have been in place (bi-monthly meetings with administrators, quarterly NWEA MAP testing and review of results, updates on graduation status of students) have provided us with the information needed to see success.