

# REACH

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/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](#) 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.



### Cheryl Townsend

Principal, REACH

### About Our School

The REACH Charter School was founded in the early 2000's by a group of parents who sought an educational choice for their children that was significantly different from any of those that were available at the time. To that end, they created a school that embraced Project Based Learning and a Thematic approach to teaching while also incorporating the Social and Emotional Curriculum (including elements from the Positive Discipline Program and the Toolbox Project) as an area of daily focus. The REACH School's emphasis also includes strong academics and attention to problem solving, creativity, and critical thinking.

Starting with the 2010-2011 school year, The REACH School became an Independent Charter School with Sebastopol Union as its authorizing school district. With this change, the REACH Parent Foundation Board (RPF) is fully in charge of the hiring process and school finances. Parent participation continues to be a valued and powerful component at The REACH School. While the Directors are entrusted with making site based decisions, overseeing the daily operations of the school, and supervising teachers and support staff, the entire REACH staff works closely with the Board and the school community in shaping the school as an Independent Charter.

The REACH School is dedicated to educating the whole child, academically, socially, emotionally, and physically. We focus on offering a balanced approach to educating children so that they are prepared to enter the next phase of their education with the tools needed to thrive and be successful. While we provide a focused approach to learning academically, an equally strong effort is applied to how we pursue all areas of learning, be it the arts, physical education, music, creative expression, personal growth and responsibility, developing positive relationships, problem solving, critical thinking, and making wise choices.

Heidi Pedrazetti

The REACH School Director

### Contact

REACH  
487 Watertrough Rd.  
Sebastopol, CA 95472-4359

Phone: 707-823-8618

E-mail: [ctownsend@reach-program.com](mailto:ctownsend@reach-program.com)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Sebastopol Union Elementary
<b>Phone Number</b>	(707) 829-4570
<b>Superintendent</b>	Linda Irving
<b>E-mail Address</b>	<a href="mailto:irving@sebusd.org">irving@sebusd.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolschools.org">www.sebastopolschools.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	REACH
<b>Street</b>	487 Watertrough Rd.
<b>City, State, Zip</b>	Sebastopol, Ca, 95472-4359
<b>Phone Number</b>	707-823-8618
<b>Principal</b>	Cheryl Townsend
<b>E-mail Address</b>	<a href="mailto:ctownsend@reach-program.com">ctownsend@reach-program.com</a>
<b>Web Site</b>	<a href="http://www.reach-program.com">www.reach-program.com</a>
<b>County-District-School (CDS) Code</b>	49709380120121

*Last updated: 3/11/2017*

## School Description and Mission Statement (School Year 2016-17)

The REACH School is a creative, liberal arts school that supports the emerging child in becoming a whole person through the integration of strong academics, creative arts, and community involvement in an environment that fosters acceptance of and respect for self and others. REACH emphasizes academic competence and creative expression as well as personal and social responsibility in a safe and accepting learning environment. REACH provides a balanced focus on academics as well as Social and Emotional Education. Through Project-Based Learning, The REACH School guides students to participate in their own learning, to take responsibility for their choices, and to become self-directed learners. REACH believes that real magic rests within the creative spirit of every child and that this magic enriches the world.

This vision for the REACH School is accomplished through the dedication and leadership of skilled teachers, challenging academic and creative programs, involved families, enriched activities, a collaborative relationship with school administration, and committed support from the REACH Parent Foundation.

Students at The REACH School are presented with an instructional program that utilizes Project-Based Learning, a thematic, integrated liberal arts curriculum, and the creative arts. Field experiences are used to enrich classroom studies in order to develop a deeper understanding of content areas. The program of study develops a solid academic core with an additional focus on social and emotional development, citizenship, environmental stewardship, global perspectives, decision making, problem solving, and community involvement.

The Students as members of the school community:

- Engage in creative and cooperative learning
- Maintain academic skills at or above grade level
- Value responsible behavior and treat others with respect
- Participate in problem-solving
- Contribute effort and interest in all activities
- Complete homework and other obligations
- Embrace community service
- Respond to opportunities for positive role modeling and leadership

The Teachers as members of the school community:

- Focus on the students and provide a creative and cooperative environment
- Support students' artistic, social, emotional and intellectual growth
- Maintain a strong academic core (literature, history, philosophy, language, mathematics and science) integrated with creative expression through music, drama, art, and poetry.
- Provide lessons and guidance designed to develop and nurture students' multiple intelligences including students' emotional intelligence
- Follow state standards in academic instruction and consider student needs and gifts when creating curriculum
- Create a culture that fosters dignity and integrity, responsibility for actions, and problem-solving skills
- Model a joy of learning as a lifelong process
- Participate in cooperative/interactive relationships with families in the program

The Parents as members of the school community:

- Support the program with voluntary time, expertise, and contributions as much as possible
- Provide a responsible home environment
- Support teachers' high expectations of students
- Support responsible, creative and caring behavior
- Limit and monitor the influence of electronic media (TV, cell phones, movies, video games)
- Value the need for homework— providing time and a place
- Participate voluntarily in parent education and problem-solving opportunities
- Encourage cooperative/interactive relationships with families and teaching staff.

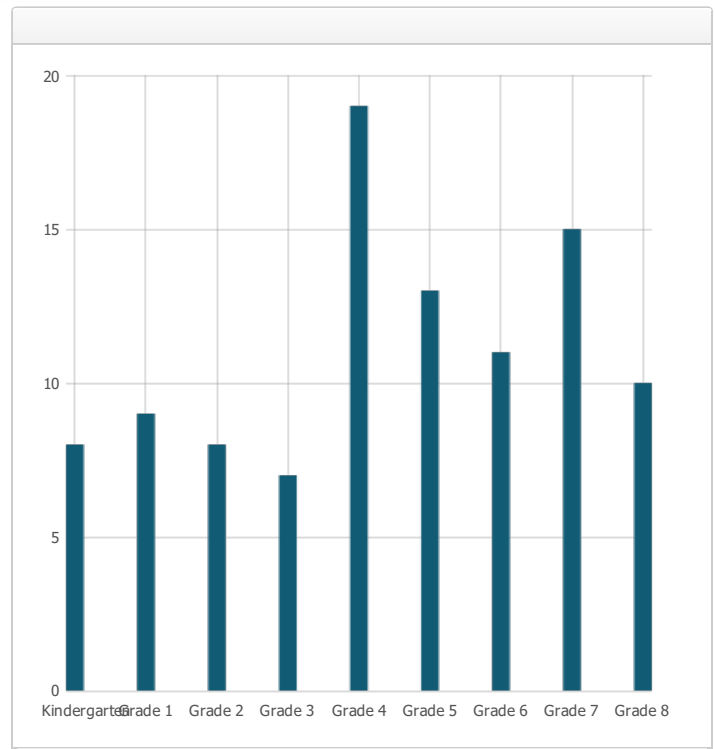
REACH instructors are well-versed in Howard Gardner's theory of Multiple Intelligences and strive to provide instruction that is rooted in the premise that each individual learns and processes information in different ways and recognizes and accommodates multiple intelligences. At REACH, we understand that all students have different learning styles, which require a variety of activities and assessments to accommodate and support. REACH teachers strive to go beyond the verbally-based instruction that most traditional schooling tends to favor, and instead actively incorporate multiple options for curriculum, instruction, and assessment that get at "how" a student learns. This approach works best where instruction is integrated and Project-Based.

All students at The REACH School participate in a Social and Emotional Program on a daily basis. This curriculum is rooted in a philosophy of education which emphasizes educating young people to become self-actualized, conscious, and responsible human beings. These goals are achieved through the combination of a variety of resources and include agreement systems, positive discipline, student listening groups, advisories, student mentoring, positive reinforcement, fostering decision making skills, and parent education. These structures support The REACH School's Social and Emotional Curriculum. Community service and environmental awareness are also integral elements of the implicit curriculum at REACH.

*Last updated: 3/11/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	8
Grade 3	7
Grade 4	19
Grade 5	13
Grade 6	11
Grade 7	15
Grade 8	10
<b>Total Enrollment</b>	<b>100</b>



Last updated: 3/11/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	14.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	79.0 %
Two or More Races	6.0 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.0 %
English Learners	5.0 %
Students with Disabilities	3.0 %
Foster Youth	0.0 %

Last updated: 3/11/2017

## A. Conditions of Learning

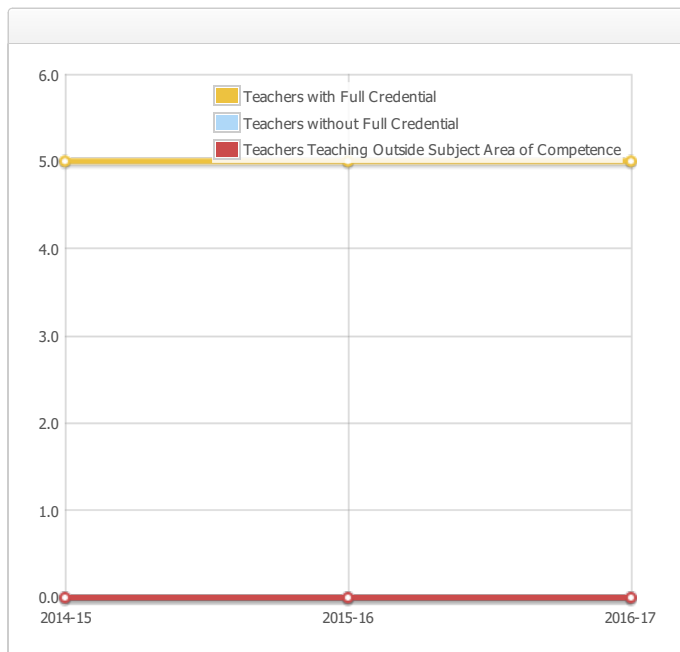
### State Priority: Basic

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

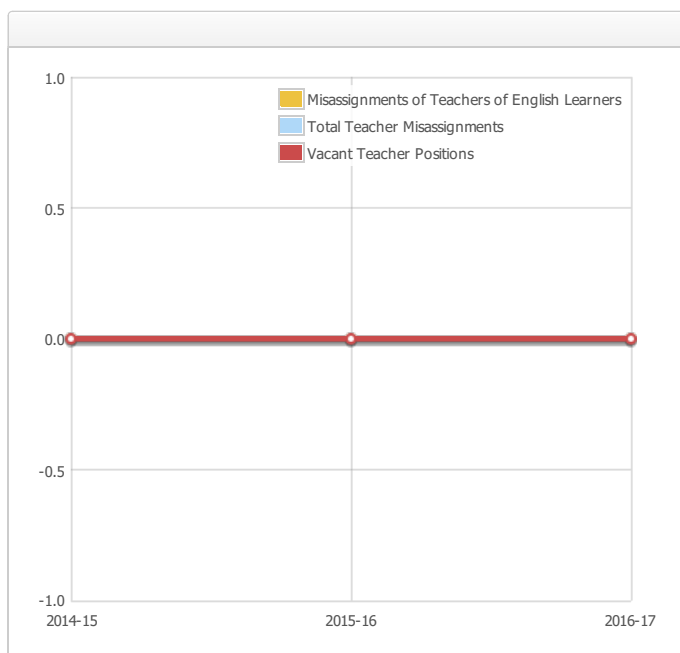
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	5	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 3/11/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 3/11/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 3/11/2017*

## School Facility Conditions and Planned Improvements

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The Pine Crest Elementary School campus is consistently maintained and cleaned and is in very good physical condition.

- Classrooms and playgrounds are safe and clean
- Structures are sound and adequate
- The outdoor areas have been improved with gardens and planting boxes and new playground equipment
- All parking lots and playground areas have been repaired and slurry sealed
- All parking lots have been relined and repainted for ease of traffic and safety and signage is clearly posted

The REACH School campus will be moved to a new location beginning the 2016-2017 school year.

*Last updated: 3/11/2017*



## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	61.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	33.0%	33.0%	35.0%	35.0%	34.0%	36.0%

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.

*Last updated: 3/11/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	17	15	88.2%	40.0%
Male	--	--	--	--
Female	11	10	90.9%	30.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	12	85.7%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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.

*Last updated: 3/11/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	16	15	93.8%	80.0%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	13	12	92.3%	54.6%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	11	9	81.8%	66.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**Mathematics - Grade 4**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	15	88.2%	26.7%
Male	--	--	--	--
Female	11	10	90.9%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	12	85.7%	33.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	16	15	93.8%	13.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	8.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	13	12	92.3%	16.7%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*



**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	11	9	81.8%	44.4%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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.

*Last updated: 3/11/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69.0%	66.0%	65.0%	69.0%	59.0%	67.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

*Last updated: 3/11/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	27	23	85.2%	65.2%
Male	14	12	85.7%	66.7%
Female	13	11	84.6%	63.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	22	19	86.4%	68.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

*Last updated: 3/11/2017*

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3%	13.3%	66.7%
7	18.2%	27.3%	18.2%

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.

*Last updated: 3/11/2017*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Because children are more invested in their education when they witness parent and family involvement in their educational environment, all REACH families are strongly encouraged to participate a minimum of 5 hours per month in volunteer activities to support the school. A variety of volunteer opportunities are available both at the school and outside the school that support the students, teachers, and staff at The REACH School. The REACH Community Council conducts an annual needs assessment and the results are publicized to the school community. Parents are encouraged to take leadership roles in organizing various events and social activities both inside and outside the school.

Volunteer parent committees include:

- **The REACH Parent Foundation Board** The Board is the official governing body of The REACH Charter School and its members are parents and community members who volunteer and are elected to serve.
- **The REACH Community Council** The Council is a parent led entity that organizes and oversees parent volunteers in service to the school's mission and highest needs. The RCC helps to ensure the overall coordination of parents to support the smooth functioning of the school and ensures communication and integration among all committees.
- **The Volunteer Coordination Committee** The VCC ensures that the parent community is engaged in supporting the highest needs of the school and helps match parents with appropriate volunteer roles.
- **The Fundraising Committee** The FC supports the REACH Parent Foundation Board in meeting its annual fundraising targets for the school budget and coordinates fundraising for additional REACH Charter School activities that provide enrichment experiences for students.
- **The Garden Committee** This committee is focused on preserving the natural beauty of our new campus while providing opportunities for community work projects as well as green campus and other learning opportunities for REACH students.
- **Classroom Parent Committee** CPC provides direct support for students and teachers in the classroom as well as for the school in general and for school facilitates. They also communicate and facilitate engagement between the parent community and The REACH School. Because parent support in the classroom is a core value at REACH, Classroom Parents support ensuring that effective parent input is regularly communicated. The Committee includes one parent from each class.
- **Facilities Committee** This committee coordinates construction projects large and small to ensure the campus is safe and in good repair.

Because Parent Participation is a major component and critical to the operation of The REACH Charter School, parents are always welcomed as volunteer assistants in the classrooms, as classroom parents (liaisons between the classroom, teachers, students, parents, administration, and the school community), teachers for enrichment activities, and to share their unique gifts with students and the school in a multitude of ways.

The REACH front office also acts as a clearinghouse for volunteer opportunities. Parents may volunteer by signing up at the "Volunteer Corner" in the School Office or by contacting Office Manager Julie Heinsen or Student/Parent Support Programs Coordinator Lark Blair in The REACH School Office (707-823-8618).

### State Priority: Pupil Engagement

*Last updated: 3/11/2017*

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

- High school dropout rates; and
- High school graduation rates

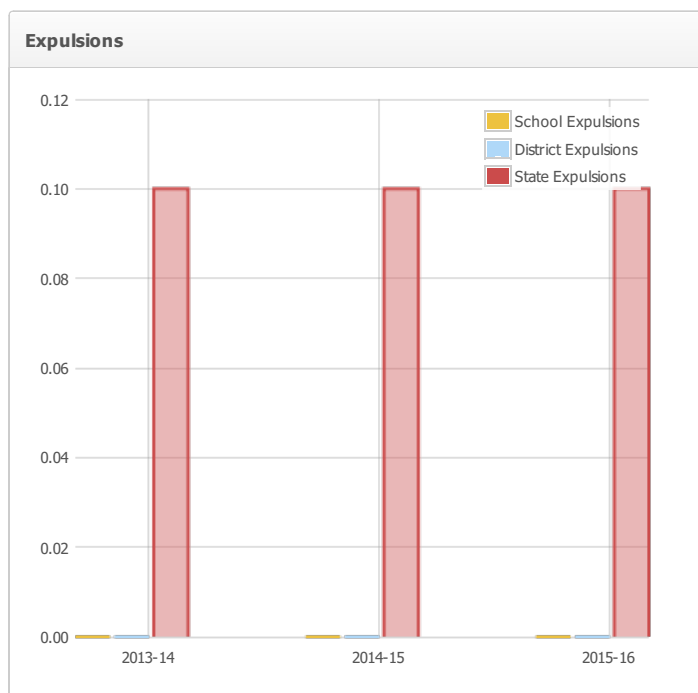
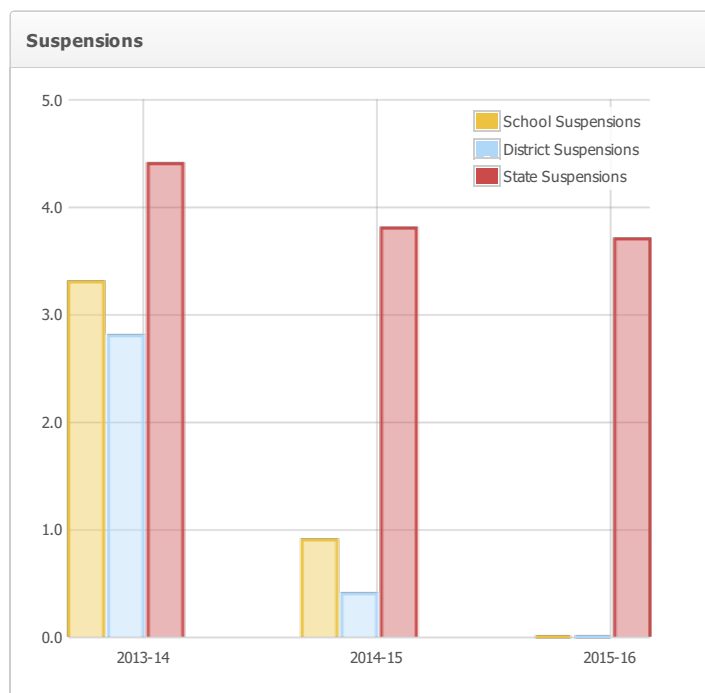
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.3	0.9	0.0	2.8	0.4	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 3/11/2017

## School Safety Plan (School Year 2016-17)

The REACH Charter School has a comprehensive safety plan in place, which is reviewed, updated, and discussed on an annual basis. The plan was crafted with input from community members, students, teachers and staff. The plan was reviewed and approved by our local fire district.

Elements of the plan include:

- School Safety
- Injury/Disease Prevention
- Emergency/Disaster Plan
- Field Trips and Excursions
- Student Release
- Volunteer Drivers
- Hazard Communications
- Blood-Borne Pathogens Exposure

*Last updated: 3/11/2017*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

*Last updated: 3/11/2017*

## Types of Services Funded (Fiscal Year 2015-16)

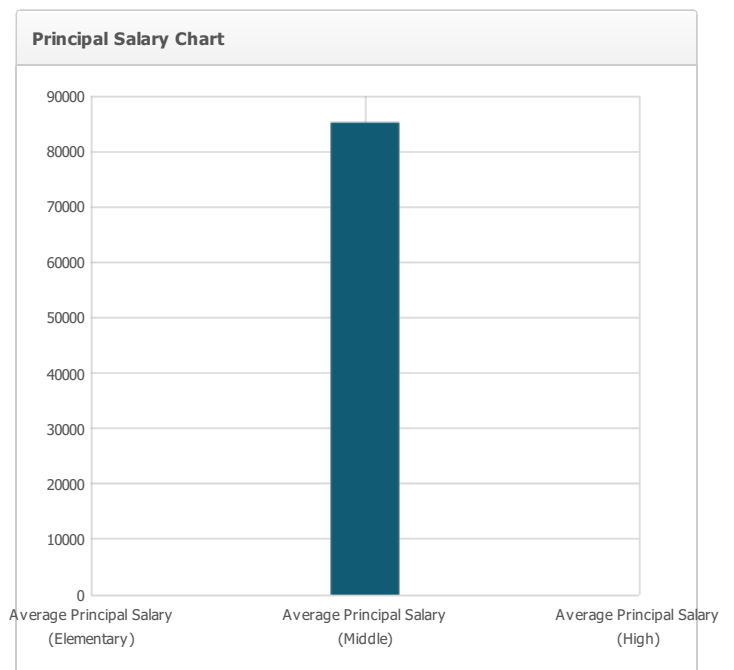
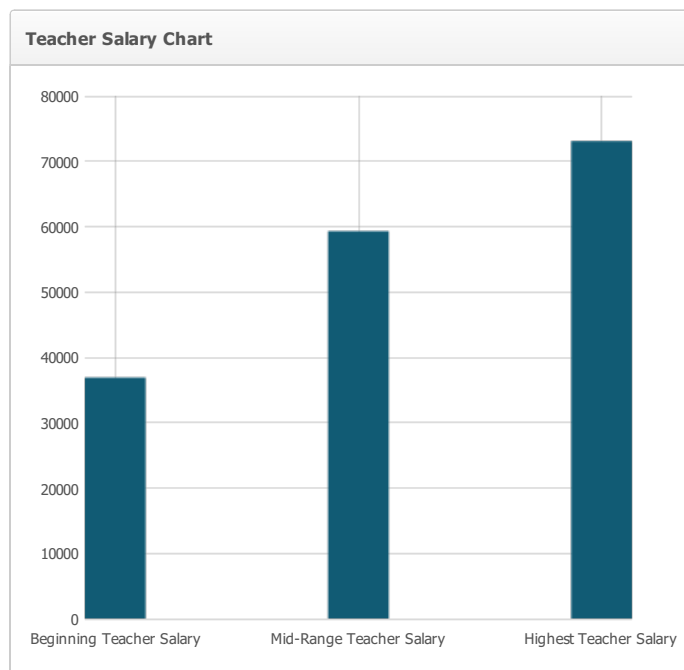
A variety of services are funded using general funds as well as categorical funds. These programs include: Response To Intervention instruction in small groups, cross-aged tutoring and mentoring supervised by credentialed staff, and homework support in The REACH School's AfterCare Program.

*Last updated: 3/11/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,903	\$41,085
Mid-Range Teacher Salary	\$59,306	\$59,415
Highest Teacher Salary	\$73,094	\$75,998
Average Principal Salary (Elementary)	\$	\$100,438
Average Principal Salary (Middle)	\$85,221	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$120,000	\$116,069
Percent of Budget for Teacher Salaries	34.0%	33.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



*Last updated: 3/11/2017*



## Professional Development

The primary focus for staff development at The REACH Charter School has been and continues to be in project-based learning (the primary pedagogical tool of The REACH School), the Ho'ala Philosophy, The Toolbox Project, The B.E.S.T. (Building Effective Schools Together) Program, and Project Wisdom (the components of The REACH Charter School's Social and Emotional Educational Program), and training in our Online Assessment Reporting System (OARS) and Powerschool. In 2012-13, in response to a decline in Language Arts test scores, a reading specialist conducted an all-staff training on literacy and reading intervention strategies. Each year, individual teachers participate in appropriate workshops and trainings in math, science, and history through the Sonoma County Office of Education (SCOE) or institutions like the Lawrence Hall of Science and the Bucks Institute. In addition, administration and teachers regularly hold staff meeting in-service sessions, one-on-one consultations, and small group meetings on specific topics related to curriculum and instruction. Teachers and support staff have also been involved in professionally facilitated team building activities with the REACH Parent Foundation Board.

Recent Professional Development has included the following:

- We hold 12 staff planning/development days per year - both at the beginning of the school year to plan, collaborate, and prepare, and at the end of the year to reflect and assess.
- 2013-2014 - all teachers participated in a day-long workshop on Project Based Learning at the Sonoma County Office of Education and a summer in-service through the Buck Institute on Project-Based Learning.
- 2014-2015 - all teachers participated in training for Scolastic Assessment and Reporting in reading and math.
- 2014-2015 - all teachers participated in developing and refining student Report Cards in order to better inform both students and parents
- 2015-2016 - all teachers participated in annual update training regarding the school's student information system as well as a 1/2 day workshop provided by Gender Spectrum
- Each year: new teachers participate in a one-day training in the Online Assessment Reporting System and Powerschool.
- Each year: a day-long staff retreat is held for the purposes of team building, collaboration, and planning.
- Teachers new to the profession without a Professional Clear Credential participate in the BTSA program through SCOE (Sonoma County Office of Education) and meet monthly with peers and a teacher mentor

*Last updated: 3/11/2017*