

# REACH

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	REACH
<b>Street</b>	487 Watertrough Rd.
<b>City, State, Zip</b>	Sebastopol
<b>Phone Number</b>	7078238618
<b>Principal</b>	Angie Powers
<b>Email Address</b>	apowers@reach-program.com
<b>School Website</b>	reach-program.com
<b>County-District-School (CDS) Code</b>	CA

## 2021-22 District Contact Information

<b>District Name</b>	Sebastopol Union School District
<b>Phone Number</b>	(707) 829-4570
<b>Superintendent</b>	Linda Irving
<b>Email Address</b>	lirving@sebusd.org
<b>District Website Address</b>	sebastopolschools.org

## 2021-22 School Overview

The REACH School was founded in the early 2000's by a group of local parents that wanted a different educational experience for their children. They incorporated Project Based Learning as the primary instruction method, along with a thematic approach to teaching. Social and Emotional Curriculum (including elements from the Positive Discipline Program and the Toolbox Project) is also an area of daily focus. The REACH School's emphasis is on developing strong academics with attention on problem solving, creativity, and critical thinking.

The school's first petition to become an independent charter was authorized by the Sebastopol Union School District (SUSD) in 2011. SUSD reauthorized the school's petition in 2017 for another five-year term.

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	17
Grade 2	19
Grade 3	13
Grade 4	17
Grade 5	17
Grade 6	9
Grade 7	7
Grade 8	6
Total Enrollment	118

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
Asian	0.8
Hispanic or Latino	13.6
Two or More Races	14.4
White	71.2
Socioeconomically Disadvantaged	41.5
Students with Disabilities	14.4

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	7

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

REACH uses a variety of curricula across the grades. The k-4 program is more structured in developing the foundational skills students will need. By middle school, students are using primary sources and direct exploration and experimentation.

**Year and month in which the data were collected**

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading and language arts materials come from a variety of sources and vary by grade level. Grades k-4 use Collaborative Classroom Curriculum to solidify foundational reading and writing skills. This curriculum was selected by a committee of teacher across the grades. The school's reading program is literature based in 5-8. Literature is chosen to support each project theme. The school holds over 40 classroom sets of fiction and non-fiction titles and adds to its collection each year based on Project themes chosen by teachers. This library is regularly reviewed by staff for relevance and accuracy.	Yes	0
<b>Mathematics</b>	K-8 use a combination of Mindset Mathematics and another curriculum. For k/1 we are using SFUSD's open source curriculum. 2-4 uses Eureka Math and 5-8 uses MidSchool Math.	Yes	0
<b>Science</b>	Science curriculum is designed and implemented by classroom teachers using the school's designated curriculum (PBL) design templates. Teachers use the NGSS standards as they plan science lessons, labs, and activities that correlate with each Project theme. Science kits and supplies are purchased for each class as needed. The school also has a science curriculum and lab supply storage area that all classroom teachers can access as needed.	Yes	0
<b>History-Social Science</b>	Social studies curriculum is designed and implemented by classroom teachers using the school's designated curriculum (PBL) design templates. Teachers use the states social science standards as well as a historical literature and source documents approach as they plan social studies lessons, activities and living history projects that correlate with each Project theme. Social studies kits and supplies are purchased for each class as needed. Computers are used extensively for research in grades 3rd-8th.	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	The Reach School contracts with The Forestville Teen Center to provide curriculum and instruction on health education for grades 4th-8th. This curriculum was researched and approved by the Social/Emotional curriculum committee comprised of parents, board members, teachers and administration.	Yes	0
<b>Visual and Performing Arts</b>	Visual and Performing Arts are integrated into PBL	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

## School Facility Conditions and Planned Improvements

The REACH School leases its own rural school site/campus and is in its fifth year of occupancy after taking possession in the 2016-2017 school year. The school's campus is beautifully wooded with ample outdoor spaces to supplement learning experiences for our students. The campus has approximately 8 classrooms, aftercare room, and an administrative office distributed between 6 buildings many of which were originally built in the 1980's.

The School contracts with a janitorial company which manages the daily cleanliness of individual classrooms, bathrooms and the administrative offices.

The school also employs a .50 FTE maintenance staff whose work focuses on grounds keeping and landscape maintenance. The school's campus is beautiful and a perfect fit for the school's academic and social learning program. The school has been named as beneficiary of the property, as our landlord recently passed away. The estate is currently in probate, but once that closes, we intend to make renovations to the home on the property. Nothing has been finalized, but there has been discussion of using the space for a commercial kitchen and SPED services. We will also be replacing the HVAC system in our Kindergarten/1st grade classroom, with a new furnace and aluminum ducting.

Year and month of the most recent FIT report

12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Gas leak discovered in RM. 6 & 7. Room 6 repaired. Waiting on parts for RM. 7. HVAC system for K/1 disconnected. Utilizing space heaters until replaced. All other classrooms working as intended.
<b>Interior:</b> Interior Surfaces		X		The lower campus bathrooms are in need of frequent refreshing of paint and patching of the floor surface area.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Cosmetic refreshing needed of lower bathrooms
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Periodic patching of older roof material during rainy seasons is often required.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	36	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	47	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	66	46	70	30	70
Female	24	20	83	17	75
Male	42	26	62	38	64
American Indian or Alaska Native	2	2	100	0	50
Asian	1	0	0	100	
Hispanic or Latino	11	6	55	45	83
Two or More Races	6	0	0	100	
White	46	38	78	22	61

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	66	45	68	32	47
<b>Female</b>	24	20	83	17	30
<b>Male</b>	42	25	60	40	60
<b>American Indian or Alaska Native</b>	2	2	100	0	0
<b>Asian</b>	1	0	0	100	
<b>Hispanic or Latino</b>	11	6	55	45	50
<b>Two or More Races</b>	6	0	0	100	
<b>White</b>	46	37	80	20	49

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	NT	NT	NT	NT
Female	13	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
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	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parent involvement is described at length in the school's charter petition.

##### Parental Involvement

1. In non-pandemic years, REACH requests that each parent contribute five hours per student of volunteer time monthly. Many parents contribute hours in service of school maintenance and organization needs, classroom activities and support, and fund-raising events. Due to Covid and the closure of schools, we have scaled back volunteerism.

2. Communication with Parents - The school provides the following so that parents can stay informed and participate in the events and activities:

An online communication platform for each class so that parents can log in and check homework and communicate with their child's teachers and during distance learning this took the form of age appropriate LMS. A fully functional website ([www.reach-program.com](http://www.reach-program.com))

Bi-annual Parent/Teacher conference days

A school-wide parent communication system (ParentSquare) that is used for a variety of school related communications, including urgent communications, and can reach families through their choice of text message, email, or a smartphone application.

4. Accountability and School Improvement Planning - The administration and board of directors regularly seeks parental involvement in a variety of school improvement planning events. They include:

A facilities committee that works with the parents, architects, contractors and maintenance staff in planning and implementing campus improvements The LCAP planning and execution processes involve parental input and feedback opportunities

Parents sponsor and execute a variety of fundraising activities each year and contribute a voice in terms of how fundraising dollars are spent

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	129	120	8	6.7
Female	59	55	4	7.3
Male	70	65	4	6.2
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	22	18	2	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	1	5.9
White	89	84	5	6.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	59	52	6	11.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	20	0	0.0

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.84	0.00	3.52	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.71	1.41	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The REACH School administration has developed an emergency operations plan based on SEMS federal guidelines. The plan includes a number of evacuation and re-entry plans for things like fires, intruders on campus, shelter in place, and a number of other safety related issues. Binders that contain these plans are kept in every classroom along with attendance rosters, and emergency student release forms. The school has a phone system that allows staff and administrators to communicate directly and individually during an event, as well as a number of hand held radios for communication on campus outside of buildings. All staff are trained and practice protocols for these events each year prior to the beginning of the school year. The school holds emergency evacuation drills once per month. We are currently using the CSSP from the 2020-21 School year, however it was on October 27, 2021. It has been submitted to our local fire dept. for review and will be implemented by the March 2022 deadline.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1				
2	12	1		
3	22		1	
4	19	1		
5	18	1		
6				
Other	15	1		



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	2		
1	16	1		
2	11	1		
3	7	2		
4	16	1		
5	6	2		
6	6	7		
Other	10	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	2		
1	15	1		
2	16	1		
3	5	2		
4	15	1		
5	15	1		
6	6	1		
Other	19	1		

## 2020-21 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	

## 2020-21 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.

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
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.75

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,757	\$2,382	\$10,375	\$54,491
District	N/A	N/A		\$78,593
Percent Difference - School Site and District	N/A	N/A		-36.2
State			\$8,444	\$84,531
Percent Difference - School Site and State	N/A	N/A	20.5	-43.2

## 2020-21 Types of Services Funded

In addition to the core academic program, the school funded student hot spots for those who were without internet access. Online learning platforms were implemented to support distance learning objectives.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$44,752	\$47,265
<b>Mid-Range Teacher Salary</b>	\$71,923	\$69,813
<b>Highest Teacher Salary</b>	\$88,645	\$91,237
<b>Average Principal Salary (Elementary)</b>	\$0	\$113,466
<b>Average Principal Salary (Middle)</b>	\$110,968	\$115,186
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$156,783	\$131,359
<b>Percent of Budget for Teacher Salaries</b>	25%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	7%

## Professional Development

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10