

REACH

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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, 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 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 other local public schools. To that end, they created a school that embraced Project Based Learning, 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 with attention to 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.

Cheryl Townsend, M.Ed.

The REACH School Director

Principal's Comment

The REACH School Director, Cheryl Townsend

Contact

REACH
487 Watertrough Rd.
Sebastopol, CA 95472-4359

Phone: 707-823-8618

E-mail: ctownsend@reach-program.com

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Sebastopol Union Elementary
Phone Number	(707) 829-4570
Superintendent	Linda Irving
E-mail Address	lirving@sebusd.org
Web Site	www.sebastopolschools.org

School Contact Information (School Year 2017-18)	
School Name	REACH
Street	487 Watertrough Rd.
City, State, Zip	Sebastopol, Ca, 95472-4359
Phone Number	707-823-8618
Principal	Cheryl Townsend
E-mail Address	ctownsend@reach-program.com
Web Site	www.reach-program.com
County-District-School (CDS) Code	49709380120121

Last updated: 3/6/2018

School Description and Mission Statement (School Year 2017-18)

The REACH School's Mission and Vision

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.

This vision is accomplished through the dedication of skilled teachers, program leadership, and involved families; enriched activities, collaborative relationship with the school administration, and committed support to the REACH Parent Foundation.

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 all 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 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
- 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:

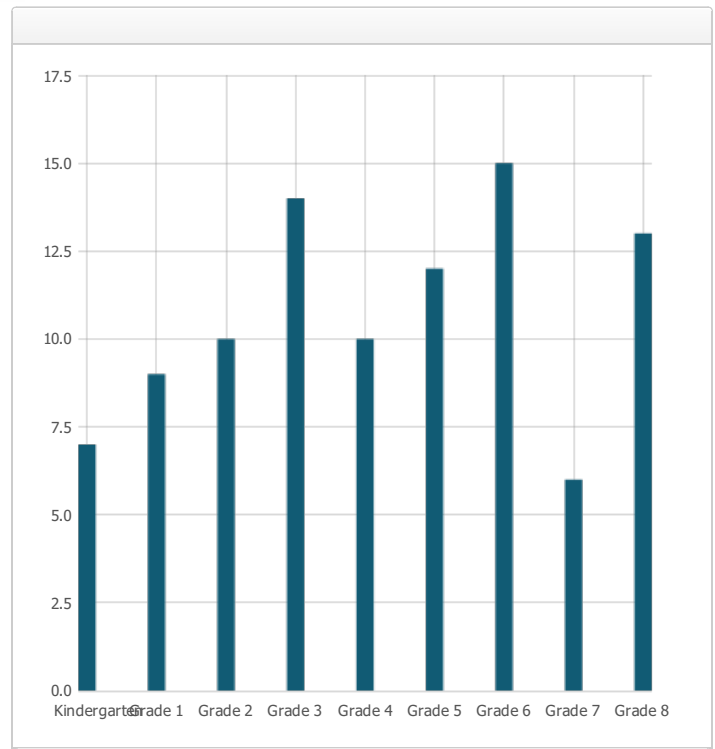
- Support the program with voluntary time, expertise and contributions as much as possible
- Provide a responsible home environment
- Support teachers' high expectations of students
- Support responsible, creative and caring behavior
- Limit and monitor the influence of electronic media (i.e., TV, cell phones, movies, video games)

- Value the need for homework— providing time and place
- Participate voluntarily in parent education and problem-solving opportunities
- Encourage cooperative/interactive relationships with families and teaching staff.

Last updated: 3/6/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	7
Grade 1	9
Grade 2	10
Grade 3	14
Grade 4	10
Grade 5	12
Grade 6	15
Grade 7	6
Grade 8	13
Total Enrollment	96



Last updated: 3/6/2018

Student Enrollment by Student Group (School Year 2016-17)

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	10.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	80.2 %
Two or More Races	9.4 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.3 %
English Learners	3.1 %
Students with Disabilities	11.5 %
Foster Youth	0.0 %

Last updated: 3/6/2018

A. Conditions of Learning

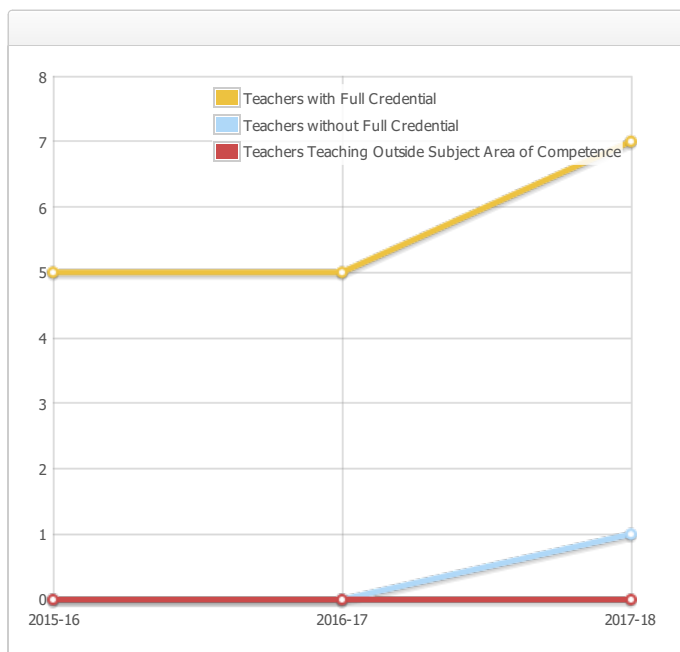
State Priority: Basic

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

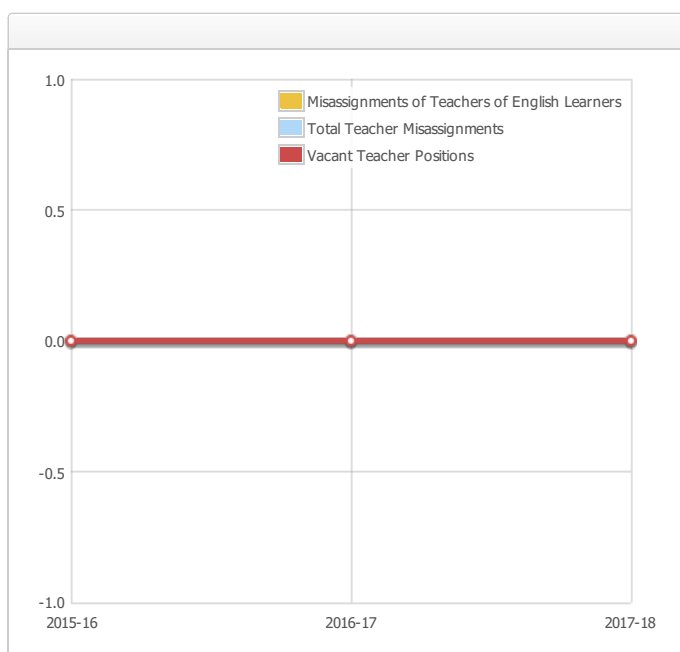
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential	5	5	7
Without Full Credential	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 3/6/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 3/6/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading and language arts materials come from a variety of sources and vary by grade level. The school's reading program is literature based. Literature is chosen for each project theme. The school holds over 40 classroom sets of fiction and non-fiction titles and continues to add to its collection each year based on Project themes chosen by teachers.</p> <p>The school is piloting Units of Study for Teaching Reading (Calkins), Heinnean Publishing, for kindergarten and first grades.</p> <p>The school is currently on a one-to-one student to laptop computer ratio for grades 3rd-8th. Computers are used for a variety of curriculum that included keyboarding, writing, reading and research.</p> <p>Structured skills based writing curriculum is implemented using a variety of text materials like Six Traits Writing and other teacher driven materials as appropriate for each Project cycle.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>	Yes	0.0 %
Mathematics	<p>The school currently uses Eureka Math program as it's primary instructional tools for math grades K-8th. Each year student workbooks are purchased. All classrooms have the full manipulatives kits that correlates with the appropriate grade level.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>	Yes	0.0 %
Science	<p>Science curriculum is desinged and implemented by classroom teachers using the school's designated curriculum 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.</p> <p>Middle school, grades 6th-8th, is currently piloting Lawrence Hall of Science's Amplify science program which consists of online computer driven modules and in-class labs.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>	Yes	0.0 %
History-Social Science	<p>Social studies curriculum is desinged and implemented by classroom teachers using the school's designated curriculum design templates. Teachers use the states social science standards as well as a historaiical 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. The school also has a social studies curriculum library for teachers to access as needed.</p> <p>The year of adoption correlates with the school's most recent authorized charter petition.</p>	Yes	0.0 %
Foreign Language	<p>Grades 4th-8th receive instruction for Spanish. The course included use of Spanish for Gringos: Level 1, 4th Edition.</p>	Yes	0.0 %
Health	<p>The Reach School contracts with The Forestville Teen Center to provide curriculum and instruction on sex 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.</p>	Yes	0.0 %
Visual and Performing Arts	<p>Students grades TK-8th receive weekly instruction in the expressive arts. Instructional supplies are purchased at the beginning of each semester. Expressive arts lessons and materials are also integrated within all other subject matter.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 3/6/2018

School Facility Conditions and Planned Improvements

The REACH School was fortunate to be able to lease its own school site/campus for the first time since becoming an independent charter. The school's campus is beautifully wooded with ample outdoor spaces to supplement learning experiences for our students. The school's administration and staff has invested a considerable amount of time and energy in their efforts to ensure the safety, cleanliness and modernization of the school's new campus. The School contracts with a maintenance company which manages the daily cleanliness of individual classrooms, bathrooms and administrative offices. The school also employs a .75 fte maintenance staff whose work focuses on grounds keeping and landscape maintenance.

The school's new campus is beautiful and a perfect fit for the school's academic and social learning program needs but parts of the school were vacant for long periods of time and in much need of repairs and remodelings. The school's Board of Directors and administration have led a year long process of engagement with a landscape architect with the result being a full, long range site improvement plan that meets the educational and play needs of our students. The completion of the plans will take place early in the 2018-2019 school year but in the mean time a number of site improvement projects have been completed or are in the process of being completed. They are as follows:

- New roofing for the library/elective classroom building
- New roofing for the middle school and special education wing
- Complete wireless internet infrastructure installation project
- A complete gutting and remodel of the library/elective classroom building
- Replacement of a retaining wall in the K/1 playground
- New fencing along the basketball portion of the play area
- Relocation of the gazebo and grading of the lower campus playground
- Remodeling of an outdoor classroom/maker space

Maintenance and repairs began upon move in at the new campus. Redwood walkways have been replaced or repaired, safety door handles/locks installed and exterior lighting replacment are just a few examples of general maintenance needs that have been address so far.

Last updated: 3/6/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Lower campus bathrooms will be painted over the 2018 summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Additional exterior lighting will be installed spring 2018.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Two buildings have received new roofing in the past year.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Fencing has been replaced along the basketball court. A retaining wall in the kindergarten play yard was

replaced. Several other sections of fence and three retaining walls are due to be replaced in the summer of 2018.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 3/6/2018

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	61%	41%	54%	52%	48%	48%
Mathematics (grades 3-8 and 11)	33%	33%	35%	37%	36%	37%

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: 3/6/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	66	95.65%	40.91%
Male	36	35	97.22%	40.00%
Female	33	31	93.94%	41.94%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	58	57	98.28%	42.11%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	24	22	91.67%	22.73%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 3/6/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	66	95.65%	33.33%
Male	36	35	97.22%	37.14%
Female	33	31	93.94%	29.03%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	58	57	98.28%	33.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	24	22	91.67%	31.82%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 3/6/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66.0%	65.0%	59.0%	67.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 3/6/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	36.4%	18.2%	36.4%

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: 3/6/2018

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 2017-18)

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

Parental Involvement

1. REACH requests that each parent contribute five hours per student of volunteer time monthly. Most parents graciously comply and hours are tracked electronically.
2. REACH's Parent Community Council works closely with the school administration and the REACH Parent Foundation (RPF) Board of Directors to ensure a strong connection between parent voice and various decisions making processes regarding several operational aspects of the school.
3. 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.
 - A fully functional website www.reach-program.com
 - Bi-annual Parent/Teacher conference days
 - A school-wide parent email system that is used for a variety of school related communications
4. Accountability and School Improvement Planning - The administration and board of directors regularly seeks parental involvement in a variety of school improvement planning. The include the following:
 - The facilities committee works with the schools parents, architects, contractors and maintenance staff in planning 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

State Priority: Pupil Engagement

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

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

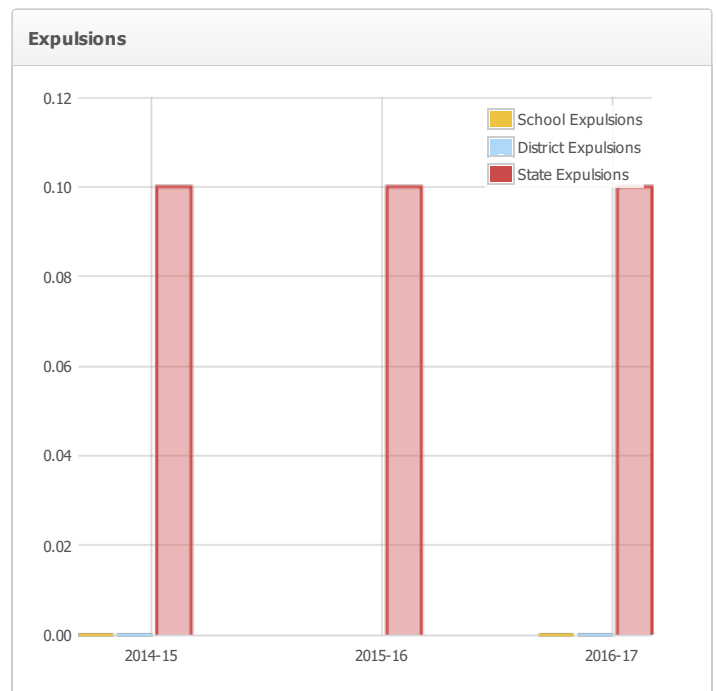
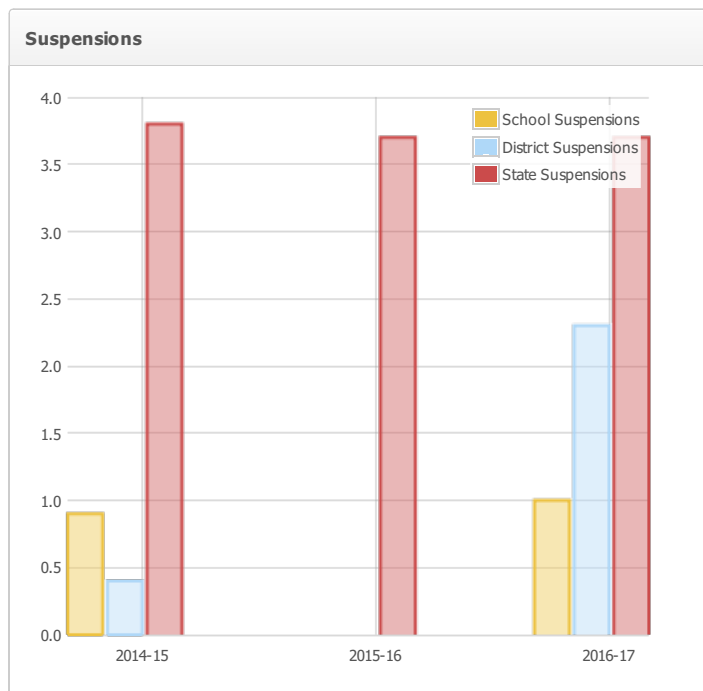
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9%	--	1.0%	0.4%	--	2.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	--	0.0%	0.0%	--	0.0%	0.1%	0.1%	0.1%



Last updated: 3/6/2018

School Safety Plan (School Year 2017-18)

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 communications systems that allows staff and administrators to communicate directly and individually during an event. 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.

Last updated: 3/6/2018

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 2017-18)

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%

Last updated: 3/6/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	2	0	0	17.0	2	0	0	16.0	1	0	0
1	0.0	0	0	0	0.0	0	0	0	16.0	1	0	0
2	0.0	0	0	0	0.0	0	0	0	24.0	0	1	0
3	23.0	0	2	0	15.0	2	0	0	24.0	0	1	0
4	19.0	2	0	0	19.0	2	0	0	22.0	0	1	0
5	17.0	1	0	0	13.0	2	0	0	22.0	0	1	0
6	29.0	0	1	0	0.0	0	0	0	15.0	1	0	0
Other	0.0	0	0	0	0.0	0	0	0	20.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/6/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11001.0	\$51.0	\$10951.0	\$47117.0
District	N/A	N/A	\$0.0	\$67218.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$61939.0
Percent Difference – School Site and State	N/A	N/A	--	--

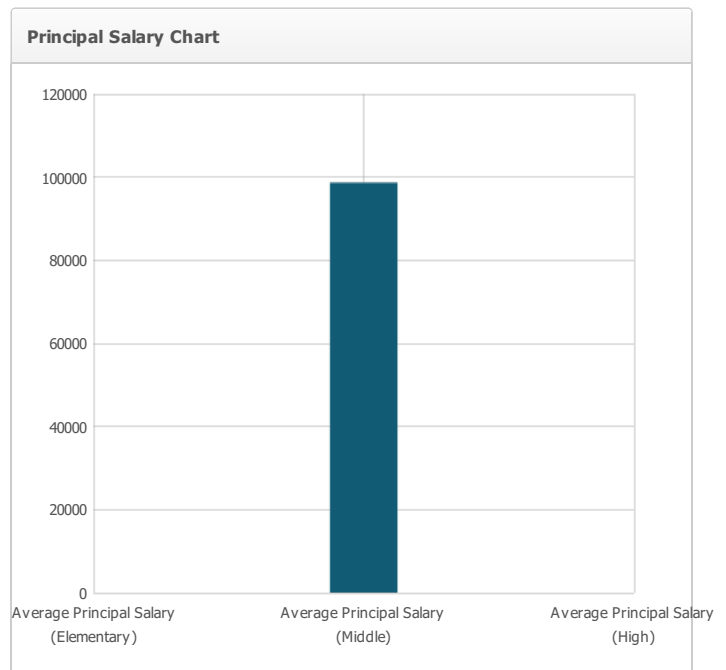
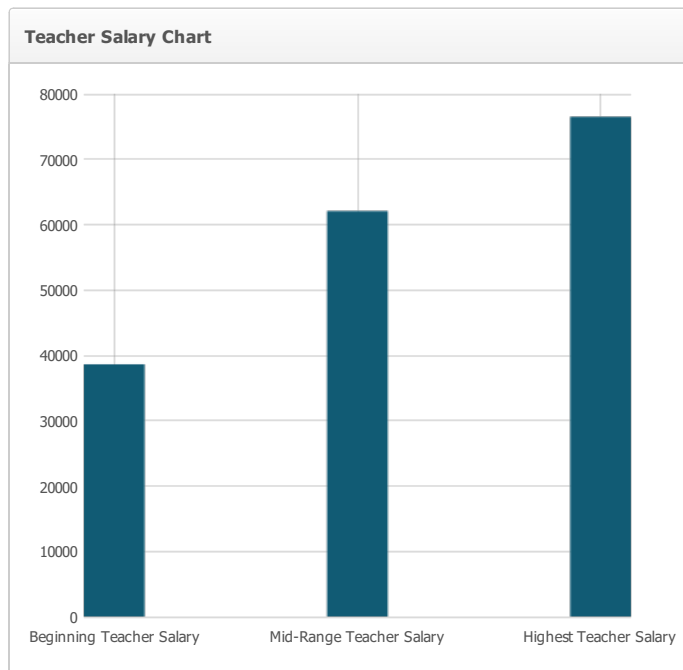
Note: Cells with N/A values do not require data.

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Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,633	\$42,598
Mid-Range Teacher Salary	\$62,086	\$62,232
Highest Teacher Salary	\$76,521	\$80,964
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$98,668	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$134,800	\$117,868
Percent of Budget for Teacher Salaries	31.0%	32.0%
Percent of Budget for Administrative Salaries	4.0%	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: 3/6/2018

Professional Development

The Reach Parent Foundation Board of Directors and Reach administrative staff supports high degrees of staff and professional development. The school boasts 9 full teacher staff development days per school year. The school added an additional staff development day in October 2017 after the northern California wildfires caused intense upheaval in the local community. The school worked with an integral coach on support for staff and families who experienced high degrees of trauma due to evacuations and loss of homes.

This year's (2017-2018) staff development in general focused heavily on Positive Discipline, the methodology and materials used as the school's social/emotional learning curriculum. The school's Positive Discipline trainer engaged all staff in numerous activities on several full and partial day scheduled professional development meetings. Our school's trainings involved direct workshops as well as trainer observation and feedback times.

Aside from full day staff development days, the school releases students early each Wednesday so that the teaching staff may engage in two hours of a variety of activities, many of which include outside curriculum training time, internal curriculum development support, assessment and data analysis activities.

Reach also engages new teachers and interns in a variety of on and off site trainings and workshops. Trainings in the past two years included but are not limited to Eureka Math training, Project Based Learning Curriculum Development Training, Mandated Reporter Training, CPR Re-certification Training and Gender Spectrum Training and Sexual Harrasment Prevention Training.

In addition to all regular staff and teacher training, each teacher new to the profession is assigned a mentor/coach who works directly with our less experienced staff for support, classroom materials support and general observation and feedback sessions. The school offers participation in the North Coast School of Education Teacher and Intern Induction Program.

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