

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### 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.



### James D Brown

Principal, REACH

#### About Our School

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.

#### Principal's Comment

The REACH School Director, James D Brown, Ph.D.

#### Contact

REACH  
487 Watertrough Rd.  
Sebastopol, CA 95472-4359

Phone: 707-823-8618  
E-mail: [jbrown@reachcharterschool.org](mailto:jbrown@reachcharterschool.org)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<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:lirving@sebusd.org">lirving@sebusd.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolschools.org">www.sebastopolschools.org</a>

School Contact Information (School Year 2018—19)	
<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>	James D Brown
<b>E-mail Address</b>	<a href="mailto:jbrown@reachcharterschool.org">jbrown@reachcharterschool.org</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: 1/22/2019*

### School Description and Mission Statement (School Year 2018—19)

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

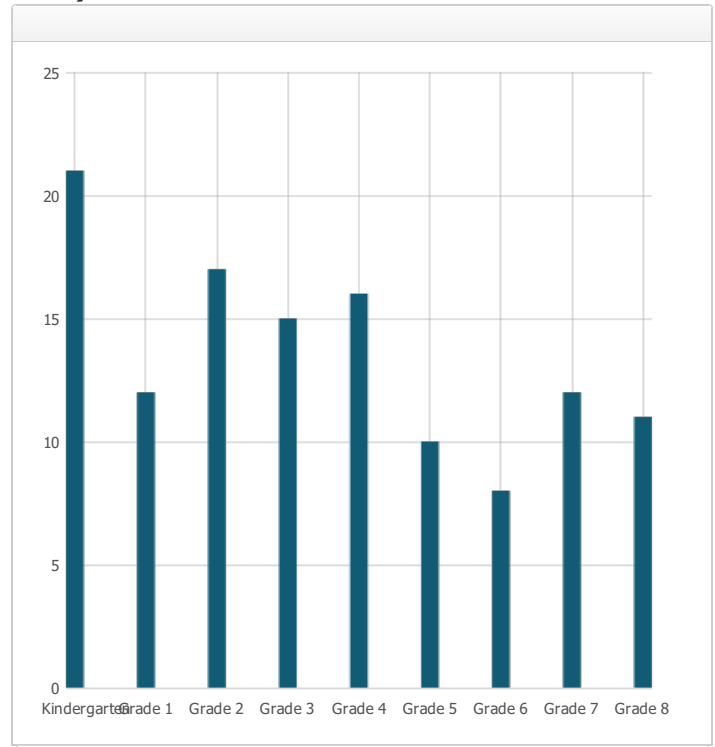
The Parents as members of the school community:

- 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: 1/22/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	21
Grade 1	12
Grade 2	17
Grade 3	15
Grade 4	16
Grade 5	10
Grade 6	8
Grade 7	12
Grade 8	11
<b>Total Enrollment</b>	<b>122</b>



Last updated: 1/22/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.8 %
Asian	%
Filipino	%
Hispanic or Latino	13.9 %
Native Hawaiian or Pacific Islander	%
White	73.8 %
Two or More Races	10.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.7 %
English Learners	2.5 %
Students with Disabilities	10.7 %
Foster Youth	%

## A. Conditions of Learning

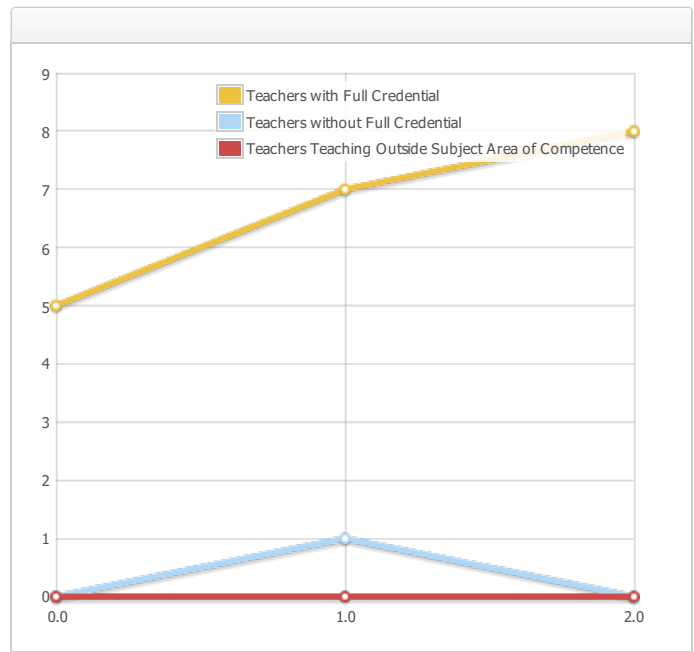
### State Priority: Basic

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

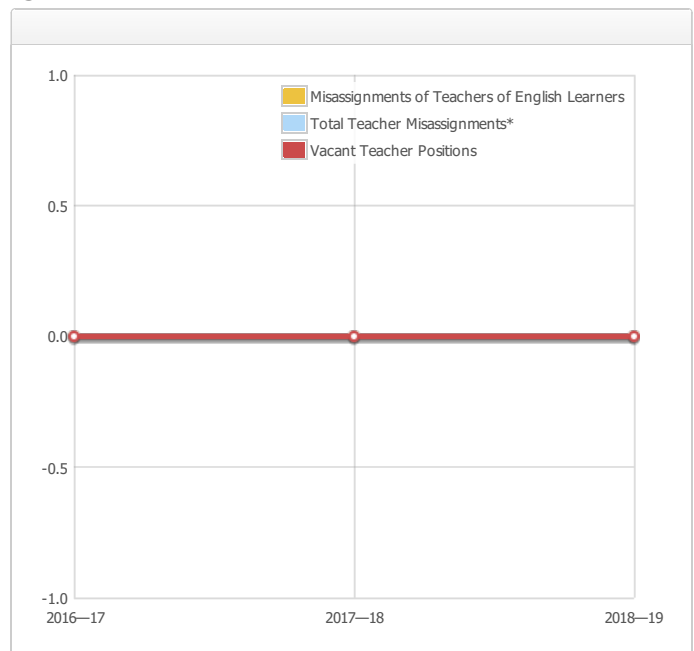
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	7	8	8
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/24/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/24/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

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 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.</p> <p>The school will initiate a representative committee of teachers in the 2018-19 school year to assess current ELA curriculum and make recommendations for adoption of reading and writing programs in grades K-3 for the following school year. The committee will also make recommendation for supplementary reading and writing resources for the grades 4-8.</p> <p>The school is currently maintains access to class laptop sets shared among grades 3rd-8th. Computers are used for a variety of curriculum that included keyboarding, writing, reading, and research. 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 w ith the appropriate grade level.</p> <p>The year of adoption correlates w ith 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 (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.</p> <p>The year of adoption correlates w ith 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 (PBL) design templates. Teachers use the states social science standards as well as a historaical 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.</p> <p>The year of adoption correlates w ith the school's most recent authorized charter petition.</p>	Yes	0.0 %
Foreign Language	<p>Grades 4th-8th received instruction for Spanish in the 17-18 school year. The course included use of Spanish for Gringos: Level 1, 4th Edition.</p>	Yes	0.0 %
Health	<p>The Reach School contracts w ith 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.</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 and project themes.</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: 1/23/2019

## School Facility Conditions and Planned Improvements

The REACH School leases its own rural school site/campus and is in its third 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, a library, aftercare room, and an administrative office distributed between 6 buildings many of which were originally built in the 1980's.

The school's staff and families have invested a considerable amount of time and energy in their efforts to ensure the safety, cleanliness, maintenance, 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 campus is beautiful and a perfect fit for the school's academic and social learning program. Parts of the school were vacant for long periods of time and have not been yet been utilized by the school until they have been revitalized. The Board and community has previously developed a long range site improvement plan that meets the educational and play needs of our students, and has completed various phases including a new play structure, track, and grass field in the back field during the Summer of 2018.

*Last updated: 1/28/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	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	Good	
<b>Electrical:</b> Electrical	Good	Additional exterior light in the lower campus lot is needed for aftercare pick up during Winter months.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Periodic patching of older roof material during rainy seasons is often required.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Installation of new play structure, track, and field in the lower campus during the Summer of 2018 has improved school grounds and play areas.

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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*Last updated: 1/23/2019*



## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	42.0%	52.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	26.0%	37.0%	38.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/23/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	63	85.14%	41.94%
Male	42	37	88.10%	25.00%
Female	32	26	81.25%	65.38%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	57	52	91.23%	37.25%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	25	22	88.00%	42.86%
English Learners	--	--	--	
Students with Disabilities	11	--	72.73%	25.00%
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: 1/23/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	65	87.84%	26.15%
Male	42	38	90.48%	26.32%
Female	32	27	84.38%	25.93%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	57	53	92.98%	22.64%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	25	23	92.00%	13.04%
English Learners	--	--	--	
Students with Disabilities	11	--	90.91%	--
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: 1/23/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/23/2019*

# 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 2017—18)

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
5	37.5%	25.0%	0.0%
7	25.0%	37.5%	25.0%

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: 1/24/2019*

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

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. Many parents contribute hours in service of school maintenance and organization needs, classroom activities and support, and fund-raising events.

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](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

# 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

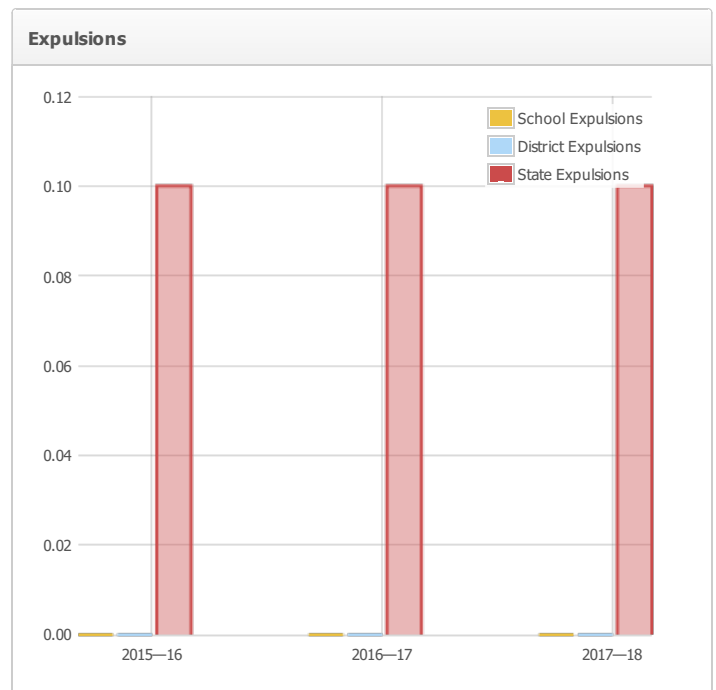
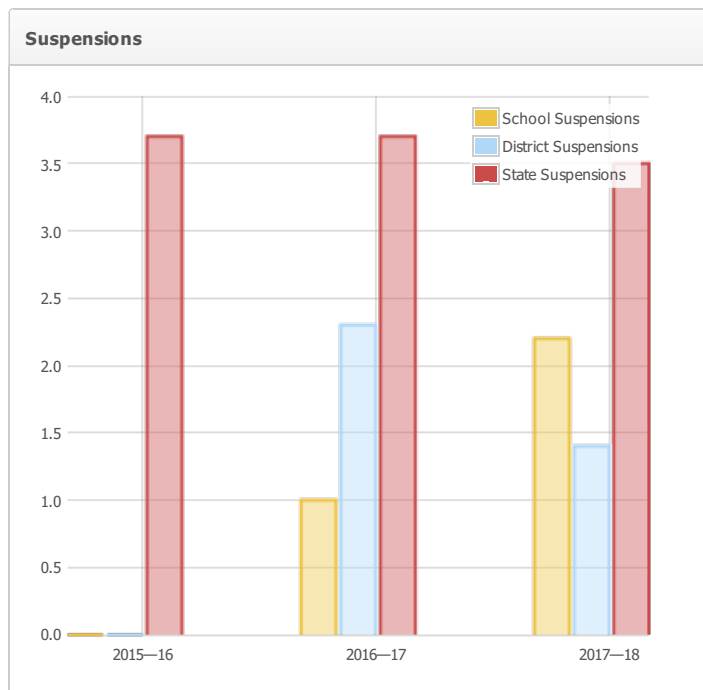
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	1.0%	2.2%	--	2.3%	1.4%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	--	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/24/2019

## School Safety Plan (School Year 2018—19)

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.

Last updated: 1/24/2019



## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	2		
1				
2				
3	15.0	2		
4	19.0	2		
5	13.0	2		
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	3		
1				
2				
3	24.0		3	
4				
5	22.0		3	
6	15.0	2		
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	2		
1	11.0	1		
2	16.0	1		
3	15.0	1		
4				
5	24.0		1	
6	7.0	3		
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/24/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0		1	
Mathematics	12.0	2		
Science	13.0	2		
Social Science	13.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	11.0	2		
Mathematics	6.0	3		
Science	10.0	2		
Social Science	10.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	3		
Mathematics	6.0	4		
Science	12.0	2		
Social Science	12.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/24/2019*

**Academic Counselors and Other Support Staff (School Year 2017–18)**

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.

Last updated: 1/24/2019

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10401.0	\$0.0	\$10401.0	\$46437.0
District	N/A	N/A	--	\$66190.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2019

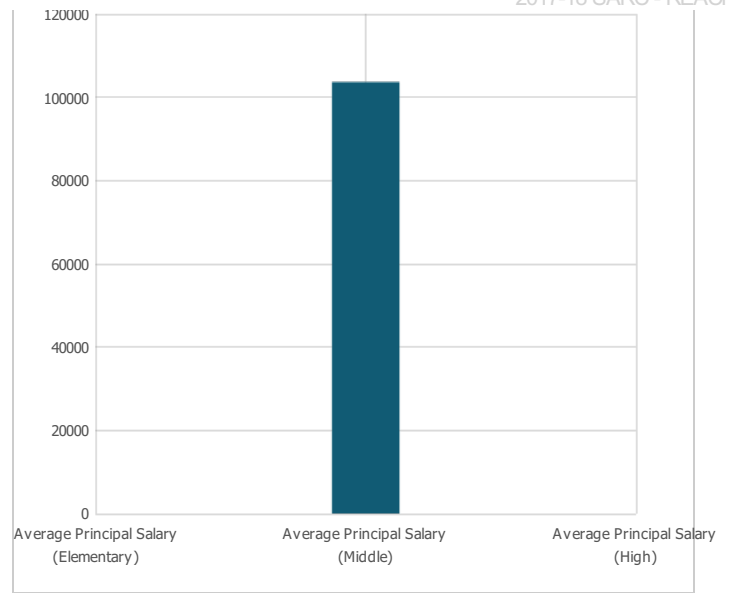
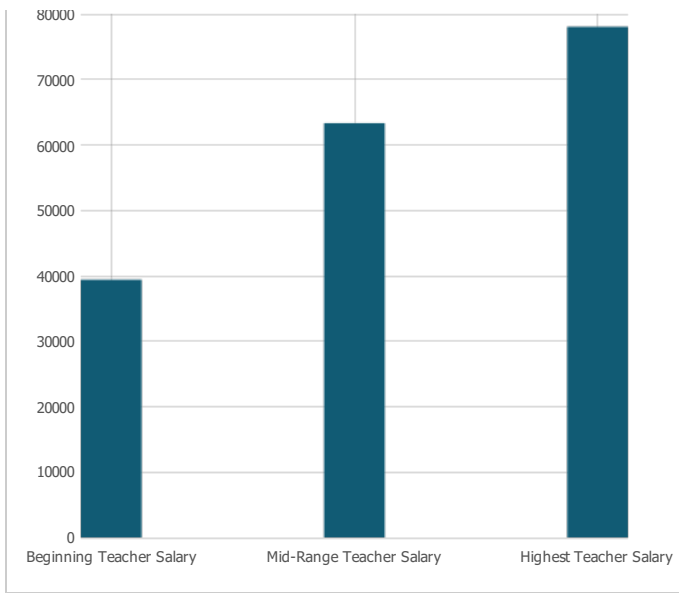
**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,405	\$44,375
Mid-Range Teacher Salary	\$63,328	\$65,926
Highest Teacher Salary	\$78,052	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$103,661	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$134,800	\$121,894
Percent of Budget for Teacher Salaries	28.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/24/2019*

## Professional Development

The Reach Parent Foundation Board of Directors and Reach administrative staff support a high degree of staff and professional development. The school has 8 full teacher staff development days per school year.

Staff development in general focuses heavily on Positive Discipline, the methodology and materials used as the school's social/emotional learning curriculum as well as collaboration and development of Project-Based Learning (OBL) units throughout the grade levels.. The school is in it's second year of working with its Positive Discipline trainer/coach, and 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 can 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, as well as collaboration on PBL units.

Reach also engages new teachers and interns in a variety of on and off site trainings and workshops. Trainings 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, as well as BTSA.

*Last updated: 1/24/2019*