



**REACH Leadership STEAM Academy  
SELF-STUDY REPORT**

**3422 Rustin Ave, Riverside, CA 92507**

**Riverside, CA 92507**

**REACH Leadership STEAM Academy**

**May 2, 2022**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

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## **Preface**

Through the completion of REACH's self-study we have been able to collaborate with all staff members and discuss schoolwide learner outcomes and academic standards. We have made necessary modifications to support high-quality student achievement, especially during the years affected by the pandemic. Once a month, certificated staff gets together to disseminate and discuss student learner measurements and outcomes through data and adapt teaching lessons accordingly. In addition to this, we have a leadership group that meets with the administration every month to discuss goals and outcomes, school and staff needs, and assess the entire school program. All teachers in the classrooms teach curricula aligned to state academic standards and share daily objectives with their students before each lesson. Every summer and throughout the year, professional development is offered at REACH, where our schoolwide learner goals are made clear. The LEA has shared student achievement data with all stakeholders using the California Dashboard indicators. An assessment of the entire school program and the impact on learning for all students has been discussed through all-staff meetings and other focus groups meetings, allowing stakeholders to offer input as necessary. There is an alignment between the schoolwide action plan goals and growth areas. The school's goals are found in the LCAP and are addressed and monitored throughout the year.

## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

REACH Leadership STEAM Academy had its three-year initial visit in April 2018. The LEA was in its sixth year of operation and had a total enrollment of 500 students. Since then, the LEA's total enrollment has increased to 640 students. During the summer of 2017, REACH merged two locations to its current address of 3422 Rustin Ave, Riverside, CA 92507. Within the first year of the merge, administration, staff, and parents noticed the instant cohesion in school operations. REACH boasts a high certificated staff and pupil retention rate primarily due to its rigorous academic program, high expectations, and positive school climate.

The LEA responded to the COVID-19 school closures with various changes to lessen the impact on students and families. REACH made changes to minimize student impact in instruction, equity, Special Education services, intervention support, and nutrition services. Regarding instruction, REACH accommodated distance learning instruction by delivering education through multiple venues and using numerous platforms such as Zoom, Google Classroom, and others. The LEA provided our students with options to transition into virtual learning using technology, in addition to offering the option of taking physical work packets home. REACH made the technology available to all families who needed technology and offered hot spots for those in need of the internet.

The LEA prides itself on swiftly transitioning to distance learning early on during the pandemic. Although the transition was not easy, REACH families appreciated the fast response to lessening the learning loss. By the fall of 2020, REACH was able to open its doors due to a School Reopening Waiver provided by the local health department. The LEA demonstrated in its reopening plan that it had the proper protocols to contain and mitigate the spread of the virus. Through this exemption, REACH could operate and open its doors to its essential families. During the period of uncertainty due to the pandemic,

REACH's administration mitigated much potential learning loss, as demonstrated by the Learning Continuity and Attendance Plan.

As of now, REACH administration and staff are happy to have students back on campus in a more conventional setting. Now with much of the pandemic behind, the LEA's goal is to continue the trajectory it had set out before the pandemic—a focus on operating as a high-performing charter school. As of now, REACH is ranked among the high-performing schools in the nation. We are proud of REACH's strong academic program, highly qualified staff, and positive student outcomes that now warrant its expansion into a middle school campus.

### **Accomplishments**

The LEA was able to accomplish great feats for its student population. Some of those feats include implementing programs, cultural events, and the placement of students in regional competitions. Some of the LEA's accomplishments include the following:

1. Distance learning—Within a week of the mandated school closures, REACH quickly transitioned to a long-distance learning plan using Google Classroom, Zoom Communications, and other platforms. All services were provided virtually with updated Promethean boards, and all special education services continued and were not reduced. The LEA opened the next fall with a detailed school reopening plan that followed the guidance of the state and local health departments. REACH spent the summer engaging with its educational partners to create the school reopening plan. During the reopening, the LEA offered three modalities—100 percent distance learning, 100 percent on-site instruction for essential workers, and a hybrid option with alternating weeks on and off-campus.
2. Social Emotional Learning model (SEL)—Entire campus implemented a Social Emotional Learning model (SEL). The Special Education/Student Support Services led the implementation of the Bounce Back program and other assessments to identify trauma caused by the ongoing pandemic.
3. Restorative Campus—The LEA moved to a Restorative campus using trauma-informed and restorative practices. In the summer of 2019 and 2021, the LEA invited Dr. Abdul-Malik Muhammad from Akoben LLC to lead staff-wide discussions on how to view relationships through a trauma-informed lens. All school staff needs to understand and identify adverse childhood experiences (ACEs) to best meet students' needs.

4. Cultural events—In conjunction with delivering a relevant Common Core curriculum, the LEA realizes the importance of curating culturally rich activities. REACH organizes Black History Month and has brought presenters, musicians, theater performances, and a museum walkthrough experience. For Hispanic Heritage Month, the LEA has introduced music, language, art, and other activities to inspire its students.
5. Capital projects—The Special Education and Student Support services' growing caseload warranted the creation of a specialized team of behavior interventionists and teachers. The LEA built a special education wing that includes a conference room and four pullout rooms to house the team and deliver services. The LEA has installed two play structures and permanent outdoor lunch seating within the current school year.
6. Acquisition of technology—REACH has always focused on a technology-rich approach, and the pandemic accelerated the acquisition of technology. To meet the needs of distance learning, the LEA now has a 1:1 ratio of Chromebooks for 2-6th grade. The LEA also purchased hotspots for families that needed reliable internet service. REACH purchased Promethean boards, interactive boards that engage students in the classroom and allow the effortless broadcast on Zoom.
7. Intervention team—The LEA hired an interventionist for every grade.
8. Behavior Intervention Team—Hired and formed a Behavior Intervention Team to support Special Education and form behavior intervention plans (BIP) for General Education.
9. Parent committees—The LEA has an active African American Parent Advisory Committee (AAPAC), English Language Parent Advisory Committee (ELPAC), and a School Site Council (SSC). These committees are an integral part of governance and parent engagement. It invites parents to connect with administrators and their peers on issues that affect students' academic and social-emotional needs.
10. County-wide Spelling Bee—This school year, REACH was able to send one participant to represent.
11. Leadership classes—During Learning Academy, formerly known as Response to Intervention (RTI), the LEA designates a 30-minute block that teaches leadership skills to upper-grade students.
12. Reading interventions—REACH implemented a Reading intervention program for students not responding to Tier I supports (Read 180, System 44, Lexia, ELD).

## Administration and Staff

As REACH's enrollment grows so does the need for staff in specialized areas. REACH has added the following roles to its staff roster:

1. Assistant Principal, Curriculum and Instruction—added in 2020, a role responsible for school oversight, curriculum, instruction, and teacher oversight.
2. Instructional Coach—provides coaching for teachers and professional development for other certificated staff.
3. Special Education Teacher, Grade 4-6—manages the grade 4 to 6 special education caseload.
4. Speech Pathologist—an onsite speech pathologist provides speech and language students with the Special Education caseload.
5. Behavior Specialist & Coordinator—assists the Director of Special Education and Student Support Services in monitoring student plans and other department-related projects.
6. Behavior Interventionist—the Special Education and Student Support Services department have three behavior interventionists that work as 1:1 aides to students.
7. IT Coordinator and IT Assistant—two roles to assist the Program Manager with IT issues. There was a needed expansion in the technology team to accommodate the vast technology needs that arose from the pandemic.
8. Physical Education Coaches—the need to accommodate social distance precautions and a larger student population has increased the need for Physical Education coaches in the kindergarten and main playgrounds.
9. Nutrition Services Assistants—the need to accommodate social distance precautions and a larger student population has increased for additional nutrition services assistants.

## **Curriculum**

With most of the instruction delivered online, the LEA's administration purchased a new curriculum that included online components.

### *English Language Arts (ELA)*

The LEA adopted Savvas Learning in 2020. The rollout began with MyView and MyPerspective for 5th grade and 6th, respectively. Kindergarten through 4th was purchased for the following fall. The new ELA came at a perfect time as Pearson Education's Reading Street Common Core, the former adoption, was retired.

### *Mathematics*

REACH is a longstanding user of Singapore Math. Initially, the LEA adopted Primary Mathematics Common Core before transitioning to Dimensions Math. The Dimensions Math adoption began with grade 6, PreK, and Kindergarten, and grades 1 through 5 during ASY ending in 19, 20, and 21, respectively. The Dimensions Math adoption also includes digital licenses for the teaching teams, making it helpful during distance learning.

### *History/Social Studies*

REACH adopted Studies Weekly for the 2020-21 school year. Studies Weekly is not your typical textbook curriculum. Instead, it is in a periodical format, such as the previous Pearson Education adoption. The adoption includes an online learning platform that was beneficial for distance learning delivery. The REACH administration continues to purchase the kindergarten through grade six adoptions yearly but hopes to find a more permanent adoption soon.

### *Science*

REACH adopted Amplify Science for the 202-21 school year. This science curriculum offers a robust online presence, investigative notebooks, and lab kits. The curriculum is common core aligned, hands-on, and inquiry-based. Due to the dense online material and the need to execute the materials for distance learning, the teaching teams attended a three-hour training with an in-person representative.

### *Miscellaneous*

The LEA uses other supplemental materials, primarily licenses, to supplement the existing core curriculum. These include:

1. Smarty Ants, Achieve 3000.
2. Houghton Mifflin Harcourt Learning Technology, READ 180.
3. Voyager Sopris Learning, Step Up to Writing.
4. Lexia Core5 Reading Student subscription
5. IXL Math licenses, Grade 5-6.
6. FOSS Next Generation Complete Modules, Grade 4.
7. FOSS Next Generation Complete Modules, Grade, 5.
8. FOSS Next Generation Complete Modules, Grade 6.
9. Mystery Science, Grade 1-3.



## **Schoolwide Action Plan**

As the LEA analyzes student performance data, it has seen the importance of setting growth targets to increase the overall proficiency rate of students in identified subgroups in the areas of English Language Arts and Mathematics by 5% annually until a goal of 85% or higher proficiency. To mitigate the loss, the LEA has offered a free tutoring summer program, continues monitoring progress, holds monthly data meetings, offers intervention tutoring sessions throughout the day, provides small group instruction, and offers student pullouts. In addition, the school leaders will continue observing teachers and offering feedback. Additionally, the LEA will provide necessary resources such as technology, food, school supplies, and mental health support for students in need.

As for the second school wide goal to monitor and maintain school climate, the LEA will continue to aim to maintain our climate satisfaction rates with our students, parents, community, and staff as we have held high satisfaction rates from all stakeholders throughout the years. Furthermore, the LEA has made the goal to increase our student attendance rate to 96% as part of the second school wide goal. REACH will continue using the California school dashboard as a measurement to monitor student chronic absenteeism while focusing on focus groups such as the African American, hispanic, socioeconomically disadvantaged, and other races. Finally, the LEA will continue to maintain low suspension rates and by using the California school dashboard as a measurement, REACH will continue to focus on the subgroup of African American and white students group of suspended students as they fell on the orange category and yellow category.

## **OutREACH Task Force**

At REACH, we must provide a high-quality education. Because of this, the LEA surveyed our parents and other community members to receive input and feedback using a parent satisfaction survey. We are happy to report a 90% overall parent satisfaction rate with the quality of education offered at REACH! 60% of parents said they strongly agree that REACH provides high-quality education, while 30% of parents agree that REACH offers high-quality education. Because of this, we have made providing ongoing professional development for teachers and administrators part of our first goal. REACH will continue to provide professional development in curriculum implementation, technology integration, data monitoring, restorative justice, whole brain teaching, classroom management, Singapore math, step up to writing, engagement strategies, TLAC training, and small group instruction. In addition, this summer, the LEA will be adding training on student discourse, productive struggle, and inquiry and questioning strategies.

## **Chapter II: Student/Community Profile and Supporting Data and Findings**

**Tell the story of your school through the use of data and information. This thorough examination of the school includes:**

- **The history and background of the school**
- **A Description of the School Programs**
- **California School Dashboard Performance Overview and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide) (survey data)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
  - **Include related profile materials in the appendices at the end of the report.**

REACH Leadership Academy is located in the University neighborhood in the City of Riverside, Ward 1. The neighborhood is close to the University of California, Riverside, making it primarily a renter community due to the college student population. Although the census demographics reveal a college-going population, REACH is a school of choice and accepts students beyond the Riverside Unified School District, the authorizing district, and city boundaries. REACH's student information system shows that students from all over southern California attend.

REACH was founded in 2012, and in February 2017, the school submitted its charter renewal to the Riverside Unified School District. The LEA's mission is to bridge the digital divide and provide opportunities for underserved students and their families. The year-to-year comparison of race and ethnicity and free and reduced meals demographic data shows a compelling story that the LEA's mission and programming attract a diverse student population from different backgrounds.

As the LEA added grade levels for the students to matriculate, REACH students and families have expressed a desire for a secondary school. REACH's 4th through 6th grade students expressed in last year's climate survey that they wished there was a middle school. The new charter renewal is due to the district authorizer during the 2022-23

academic school year. The new renewal will include an addition of a middle school. Currently, the LEA is identifying locations and funding for the expansion project.

**Enrollment**

REACH’s enrollment had grown steadily since the last initial visit. The LEA now boasts a strong 23-teacher team and intervention specialists who support them. The enrollment by grade and classroom and teacher numbers below show a fluctuation between grade-level enrollment numbers due to the matriculation of students. As of the 2021-22 school year, the site has reached capacity.

*Enrollment by Grade*

| Grade        | 2017-18    | 2018-19    | 2019-20    | 2020-21    |
|--------------|------------|------------|------------|------------|
| TK*          | —          | —          | —          | —          |
| K            | 88         | 91         | 104        | 105        |
| 1            | 85         | 84         | 84         | 90         |
| 2            | 68         | 88         | 82         | 89         |
| 3            | 89         | 85         | 86         | 89         |
| 4            | 67         | 96         | 90         | 92         |
| 5            | 69         | 66         | 93         | 87         |
| 6            | 34         | 63         | 65         | 88         |
| <b>Total</b> | <b>500</b> | <b>573</b> | <b>604</b> | <b>640</b> |

\*CA DataQuest combines Transitional Kindergarten in the Kindergarten figures.

*Classrooms & Teachers*

| Grade | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-------|---------|---------|---------|---------|
| TK*   | 1       | 1       | 2       | 2       |

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|   |   |   |   |   |
|---|---|---|---|---|
| K | 3 | 3 | 3 | 3 |
| 1 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 |
| 5 | 3 | 2 | 3 | 3 |
| 6 | 1 | 2 | 2 | 3 |

In terms of our multiple student groups, we have seen a minimal increase in English learners as well as foster youth and socioeconomically disadvantaged, and students with disabilities. However, we have a decreased number of homeless students.

*Student Groups*

|                                 | 17-18<br>Total | 17-18<br>Percent | 18-19<br>Total | 18-19<br>Percent | 19-20<br>Total | 19-20<br>Percent | 20-21<br>Total | 20-21<br>Percent |
|---------------------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| English Learners                | 25             | 5%               | 22             | 3.8%             | 25             | 4.1%             | 26             | 4.1%             |
| Foster Youth                    | 1              | 0.2%             | 1              | 0.2%             | 2              | 0.3%             | 2              | 0.3%             |
| Homeless                        | 9              | 1.8%             | —              | —                | —              | —                | —              | —                |
| Socioeconomically Disadvantaged | 255            | 51%              | 336            | 58.6%            | 348            | 57.6%            | 335            | 52.3%            |
| Students with Disabilities      | 3              | 0.6%             | 39             | 6.8%             | 38             | 6.3%             | 46             | 7.2%             |

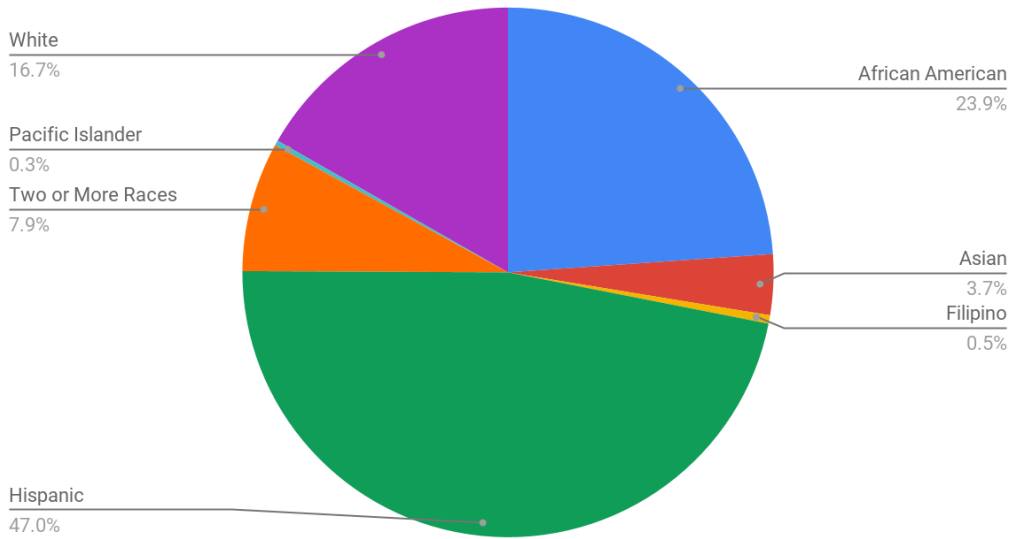
In terms of our students from multiple races and ethnicities, we have seen a large increase in our African American, Asian, and Hispanic populations and have increased in our Pacific Islander population. We have seen a decrease in our White student population.

*Race and Ethnicity*

| Race & Ethn.      | 17-18 Total | 17-18 Percent | 18-19 Total | 18-19 Percent | 19-20 Total | 19-20 Percent | 20-21 Total | 20-21 Percent |
|-------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| African American  | 90          | 18%           | 123         | 21.5%         | 139         | 23%           | 149         | 23.3%         |
| Asian             | 12          | 2.4%          | 24          | 4.2%          | 25          | 4.1%          | 23          | 3.6%          |
| Filipino          | 2           | 0.4%          | 4           | 0.7%          | 6           | 1%            | 3           | 0.5%          |
| Hispanic          | 236         | 47.2%         | 243         | 42.4%         | 266         | 44%           | 293         | 45.8%         |
| Two or More Races | 40          | 8%            | 51          | 8.9%          | 46          | 7.6%          | 49          | 7.7%          |
| Pacific Islander  | —           | —             | 2           | 0.3%          | 2           | 0.3%          | 2           | 0.3%          |
| White             | 111         | 22.2%         | 115         | 20.1%         | 107         | 17.7%         | 104         | 16.3%         |

*Reach 2020-21 enrollment Demographics*

REACH Demographic Data by Race & Ethnicity (2020-21 ASY)



As for our students who qualify for free and reduced meals, we have seen an increase from 50.8% to 57.7% of our student population during the pandemic and a decrease to 51.1% as of 20-21.

*Free and Reduced Meals*

|  | ASY 17-18 | 18-19 | 19-20 | 20-21 |
|--|-----------|-------|-------|-------|
| <b>Free &amp; Reduced Price Meals</b>            | 254       | 333   | 347   | 327   |
| <b>Free &amp; Reduced Price Meals Percentage</b> | 50.8%     | 58.1% | 57.7% | 51.1% |
| <b>Enrollment Usef for Meals</b>                 | 500       | 573   | 604   | 640   |

**Chronic Absenteeism**

*\*Because of COVID-19, we currently do not have data for other years*

REACH is proud to recognize that chronic absenteeism decreased significantly by -3.6% for all students. Socioeconomically disadvantaged students, African American students,

and Hispanic students saw a decline in chronic absenteeism. The white student population is one of our populations with the least amount of chronic absenteeism.

2018-19 SBAC Chronic Absenteeism (CA Dashboard)

| Student Group                       | Color  | Status Level | Change Level           | Current chronic absenteeism rate | Difference between current and prior rate | Current number of students chronically absent | Current number of eligible students | Prior number of students chronically absent | Prior number of eligible students | Prior chronic absenteeism rate | Assigned auto-orange due to unverified data |
|-------------------------------------|--------|--------------|------------------------|----------------------------------|---|---|-------------------------------------|---|-----------------------------------|--------------------------------|---|
| All Students                        | Yellow | High         | Declined Significantly | 11.6%                            | -3.6%                                     | 71  | 613                                 | 81  | 534                               | 15.2%                          | N   |
| English Learners                    | None   | High         | Increased              | 13.9%                            | 2.8%                                      | 5   | 36                                  | 3   | 27                                | 11.1%                          | N   |
| Foster Youth                        | None   |              |                        | %                                | %   |   | 1                                   |   | 2                                 | %                              | N   |
| Homeless                            | None   |              |                        | %                                | %   |   | 2                                   |   | 9                                 | %                              | N   |
| Socioeconomically Disadvantaged     | Yellow | High         | Declined               | 14.2%                            | -1.8%                                     | 52  | 366                                 | 48  | 300                               | 16.0%                          | N   |
| Students with Disabilities          | None   | High         |                        | 19.2%                            | %   | 10  | 52                                  |   | 5                                 | %                              | N   |
| African American                    | Yellow | High         | Declined               | 15.7%                            | -9.8%                                     | 21  | 134                                 | 26  | 102                               | 25.5%                          | N   |
| American Indian or Alaska Native    | None   |              |                        | %                                | %   |   | 0                                   |   | 0                                 | %                              | N   |
| Asian                               | None   | Medium       | Increased              | 8.3%                             | 1.2%                                      | 2   | 24                                  | 1   | 14                                | 7.1%                           | N   |
| Filipino                            | None   |              |                        | %                                | %   |   | 4                                   |   | 3                                 | %                              | N   |
| Hispanic                            | Yellow | High         | Declined               | 10.3%                            | -2.1%                                     | 27  | 263                                 | 31  | 250                               | 12.4%                          | N   |
| Native Hawaiian or Pacific Islander | None   |              |                        | %                                | %   |   | 2                                   |   | 0                                 | %                              | N   |
| White                               | Green  | Medium       | Declined               | 8.2%                             | -3.3%                                     | 10  | 122                                 | 13  | 113                               | 11.5%                          | N   |
| Two or More Races                   | Yellow | High         | Declined               | 15.6%                            | -3.6%                                     | 10  | 64                                  | 10  | 52                                | 19.2%                          | N   |



Suspension Rate

*\*Because of COVID-19, we currently do not have data for other years*

As far as suspension rates go, REACH is proud to recognize in comparison from the year 2017-18, suspensions have declined for all students, decreased significantly for socioeconomically disadvantaged and Hispanics students and has maintained for English Learners, Asian, and white students while increasing for our African American student population. It is important to continue breaching the gap.

2018-19 SBAC Suspension Rate (CA Dashboard)

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| Student Group                       | Color  | Status Level | Change Level           | CURRENT STATUS - 2018-19 Suspension Rate | CHANGE - Difference between 2018-19 Suspension Rate and 2017-18 Suspension Rate | Number of Students Suspended in 2018-19 | Number of Students Enrolled in 2018-19 | Number of Students Suspended in 2017-18 | Number of Students Enrolled in 2017-18 | PRIOR STATUS - 2017-18 Suspension Rate (rounded) | Non-certified data flag ** | Student Population < 150 : 3x5 grid applied |
|-------------------------------------|--------|--------------|------------------------|--|---|---|--|---|--|--|----------------------------|---|
| All Students                        | Green  | Medium       | Declined               | 1.9%                                     | -0.8%   | 12                                      | 629                                    | 15                                      | 550                                    | 2.7%   | N                          | N   |
| English Learners                    | None   | Very Low     | Maintained             | 0.0%                                     | 0.0%  | 0                                       | 36                                     | 0                                       | 28                                     | 0.0%   | N                          | Y   |
| Foster Youth                        | None   |              |                        | %  | %   |   | 1                                      |   | 2                                      | %  | N                          | Y   |
| Homeless                            | None   |              |                        | %  | %   |   | 2                                      |   | 9                                      | %  | N                          | Y   |
| Socioeconomically Disadvantaged     | Green  | Medium       | Declined Significantly | 2.7%                                     | -1.2%   | 10                                      | 373                                    | 12                                      | 311                                    | 3.9%   | N                          | N   |
| Students with Disabilities          | None   | Very High    |                        | 11.3%                                    | %   | 6                                       | 53                                     |   | 6                                      | %  | N                          | Y   |
| African American                    | Orange | High         | Increased              | 3.7%                                     | 1.8%  | 5                                       | 134                                    | 2                                       | 105                                    | 1.9%   | N                          | Y   |
| Asian                               | None   | Very Low     | Maintained             | 0.0%                                     | 0.0%  | 0                                       | 25                                     | 0                                       | 14                                     | 0.0%   | N                          | Y   |
| Filipino                            | None   |              |                        | %  | %   |   | 4                                      |   | 3                                      | %  | N                          | Y   |
| Hispanic                            | Green  | Medium       | Declined Significantly | 1.1%                                     | -2.0%   | 3                                       | 274                                    | 8                                       | 257                                    | 3.1%   | N                          | N   |
| Native Hawaiian or Pacific Islander | None   |              |                        | %  | %   |   | 2                                      |   |  | %  | N                          | Y   |
| White                               | Yellow | Medium       | Maintained             | 2.4%                                     | -0.2%   | 3                                       | 125                                    | 3                                       | 117                                    | 2.6%   | N                          | Y   |
| Two or More Races                   | Green  | Medium       | Declined               | 1.5%                                     | -2.2%   | 1                                       | 65                                     | 2                                       | 54                                     | 3.7%   | N                          | Y   |



### Student Outcomes

Prior to the pandemic affecting our education, we used Smarter Balanced State Testing Results as a benchmark. However, we had to start using STAR testing in order to continue keeping track of student progress through the pandemic therefore you will notice a discussion on multiple assessments.

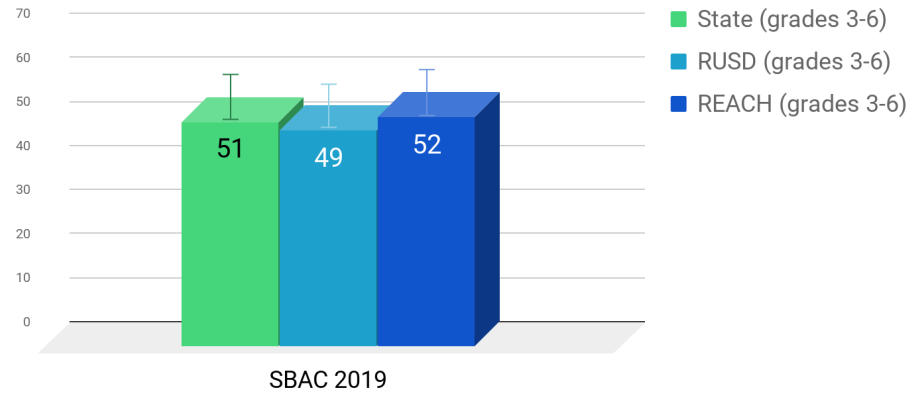
#### *Smarter Balanced (SBAC) State Testing Results- State, District, REACH Comparisons*

As a comparison between the state and Riverside Unified School District (RUSD), the authorizing district, during the last year of administering the SBAC, REACH was able to prove that the programming and rigor rivals state and district outcomes. Below you will see that REACH Scored above state and district levels in English Language Arts/Literacy and at level with district scores while shorty under state levels for Mathematics.



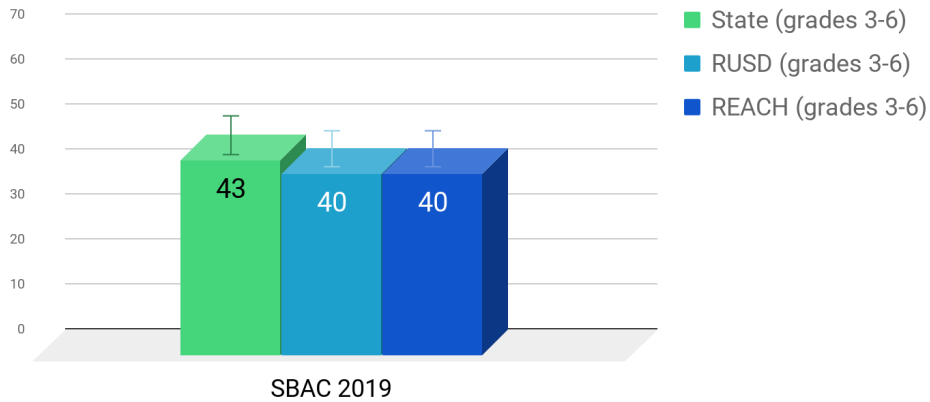
## English Language Arts/Literacy

Percentage of students who met or exceeded the standards



## Mathematics

Percentage of students who met or exceeded the standards



During COVID-19, the following local assessments were used:

- STAR Early Literacy Assessment
- STAR Reading Assessment
- STAR Math Assessment

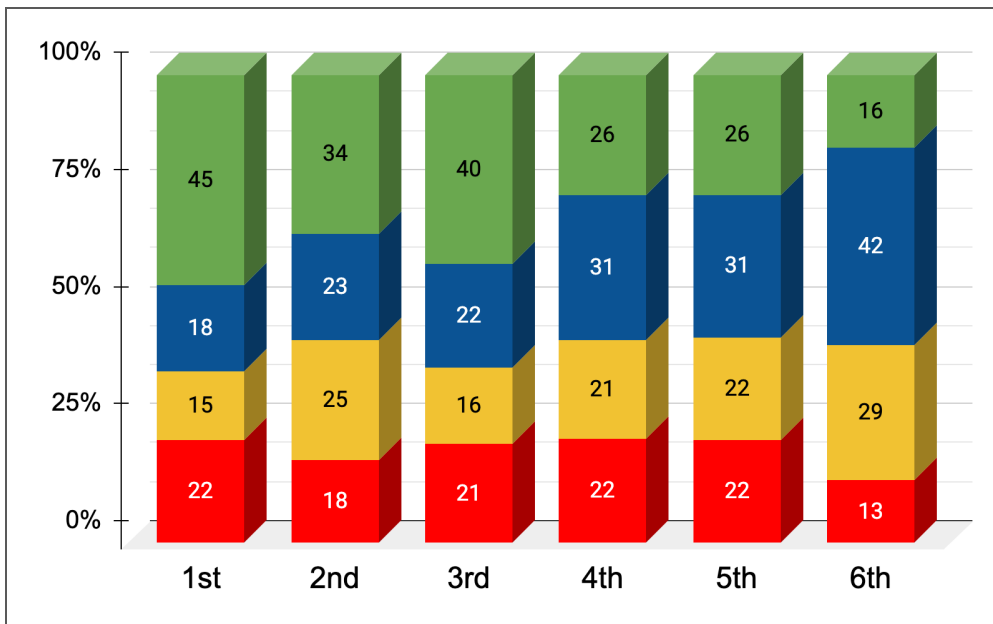
Key to STAR assessments/results:

| Color | Level | Proficiency |
|-------|-------|-------------|
|-------|-------|-------------|

|   |                     |
|---|---------------------|
| 4 | At/Above benchmark  |
| 3 | On Watch            |
| 2 | Intervention        |
| 1 | Urgent Intervention |

As of spring 2021, 45% of first grade students were at or above benchmark in ELA. Third grade had 40% of students at or above benchmark. Whereas 6th grade took the lead with students on watch, 42%, and students needing intervention, 29%. As for students who need urgent intervention, we noted all grades, but sixth graders are very close in need ranging from 18-22% of students.

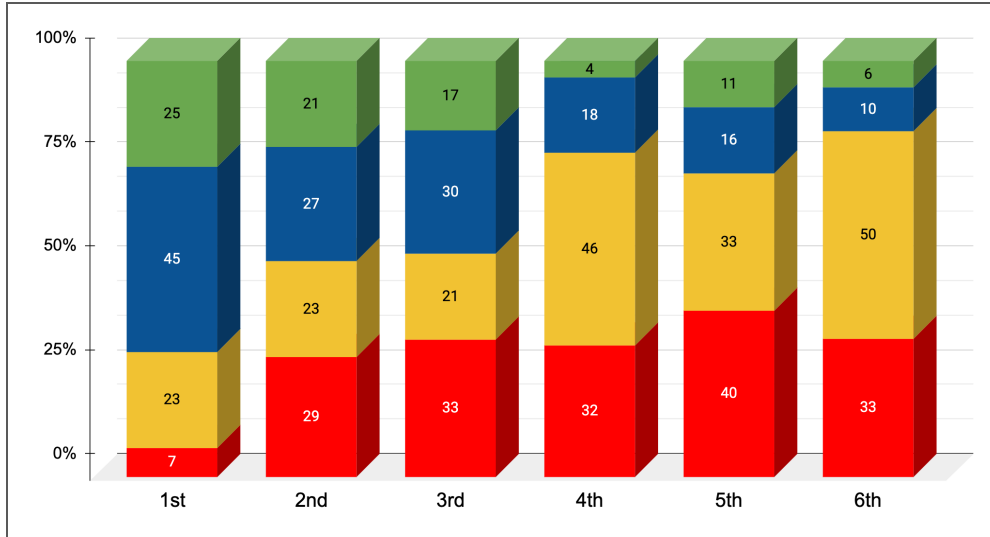
*Whole School ELA - March 2021*



As of March 2021, 25% of first grade took the lead with students at or above benchmark in Mathematics, followed by second grade at 21%. In addition, first grade took the lead, with 45% of students on watch. As for students needing intervention, sixth grade shows the most significant need with 50% of students, followed by fourth grade with 46% of students. As for students who need urgent intervention, we noted all grades share similar needs, except for first grade, with a low number of students in this category, 7%. However, it is crucial to note fifth grade has the greatest need, with 40% of students

needing urgent intervention.

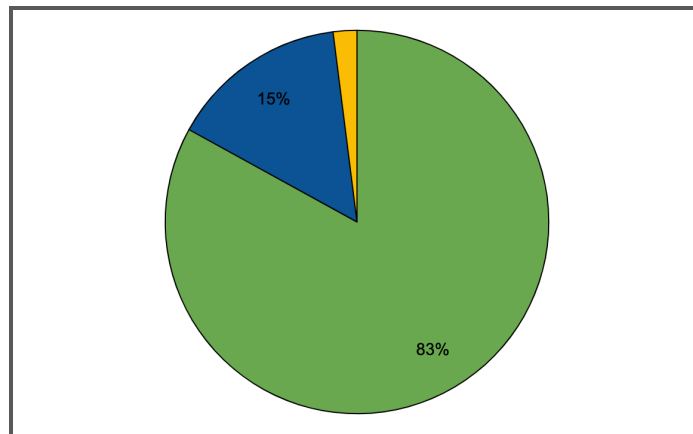
*Whole School Math - March 2021*



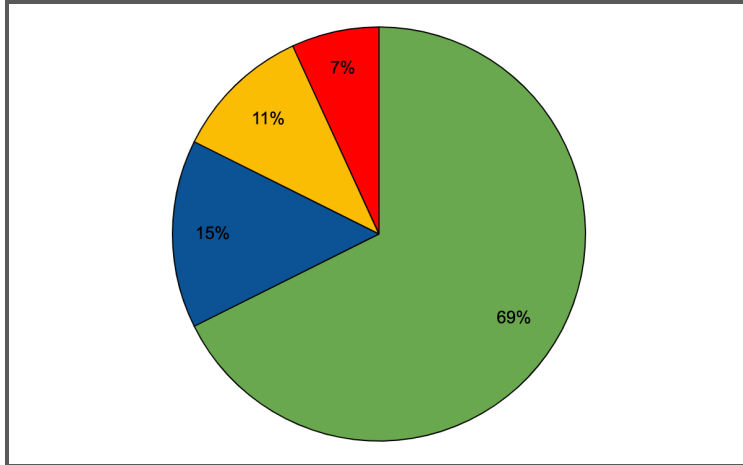
The number of Kindergarten at or above benchmark drops 14% between March 2020 and March 2021. However, the student population on watch remained at 15%. Students on intervention increased by 9% from 2020 to 2021. Students on urgent intervention increased to 7%. It is important to reflect on how the pandemic affected us as a school and where the needs are as we move forward.

*Kindergarten Math and ELA Comparison - 2020/2021 (ELA & Math Combination)*

*March 2020*



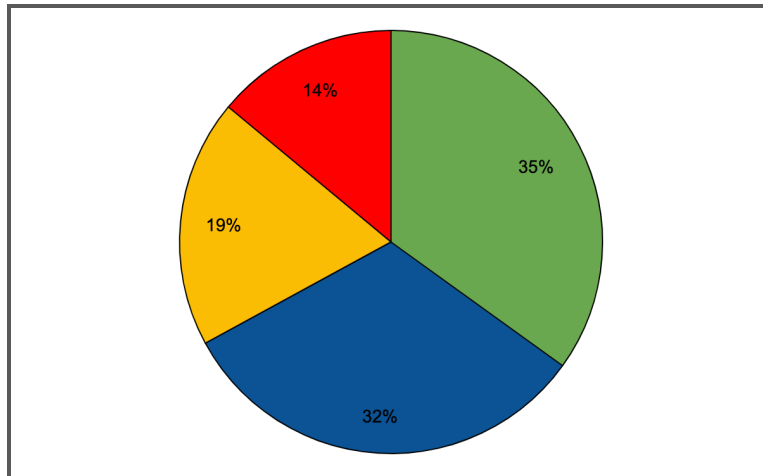
*March 2021*



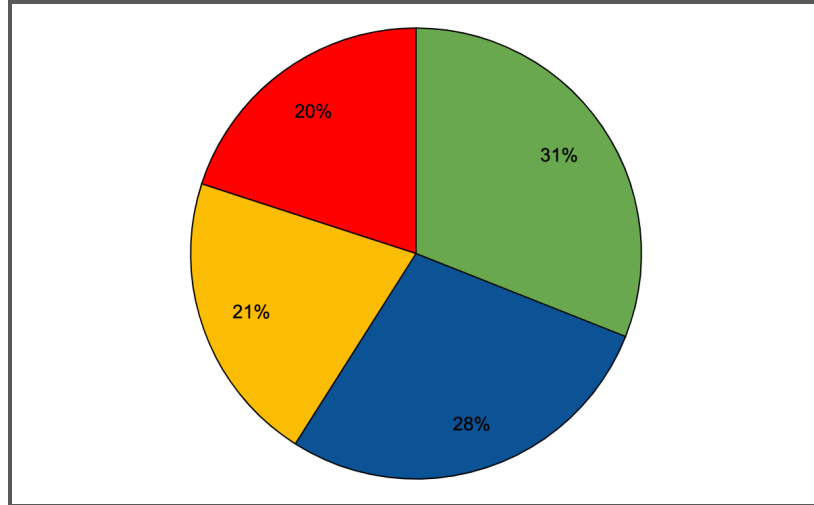
In a whole school ELA comparison between March 2020 and March 2021, we see a decrease of 4% in scores from 35% to 31% for students at or above benchmark. In addition, the student population on watch increased by 2%, while students on intervention increased by 2%, and students on urgent intervention increased by 6%. Again, it is important to reflect on how the pandemic affected us as a school and where the needs are as we move forward.

*Whole School ELA Comparison - 2020/2021*

*March 2020*



*March 2021*

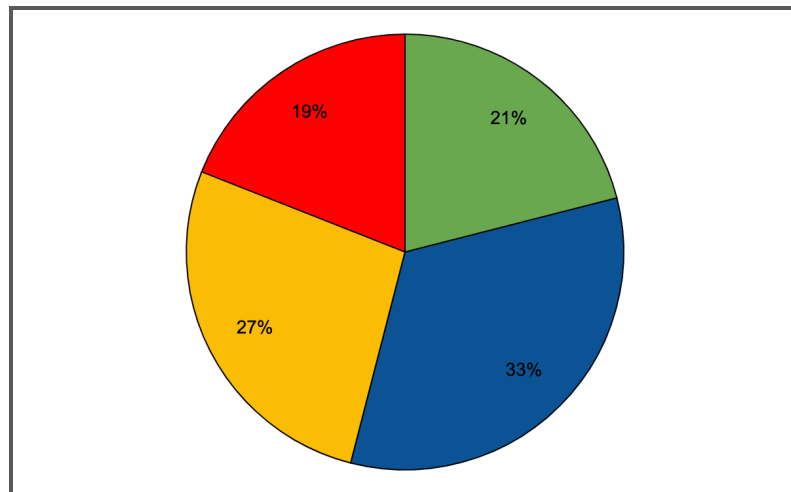


As a whole school Math comparison between March 2020 and March 2021, we see a decrease of 9% in scores from 33% to 24% for students at or above benchmark. In addition, the student population on watch decreased by 6%, while students on intervention increased by 6%, and students on urgent intervention increased by 10%.

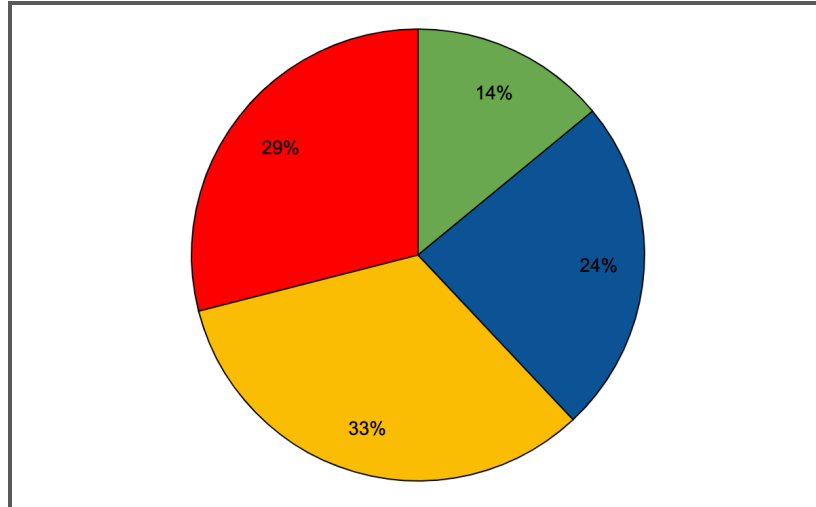
Again, it is essential to reflect on how the pandemic affected us as a school and where the needs are as we move forward.

*Whole School Math Comparison - 2020/2021*

*March 2020*

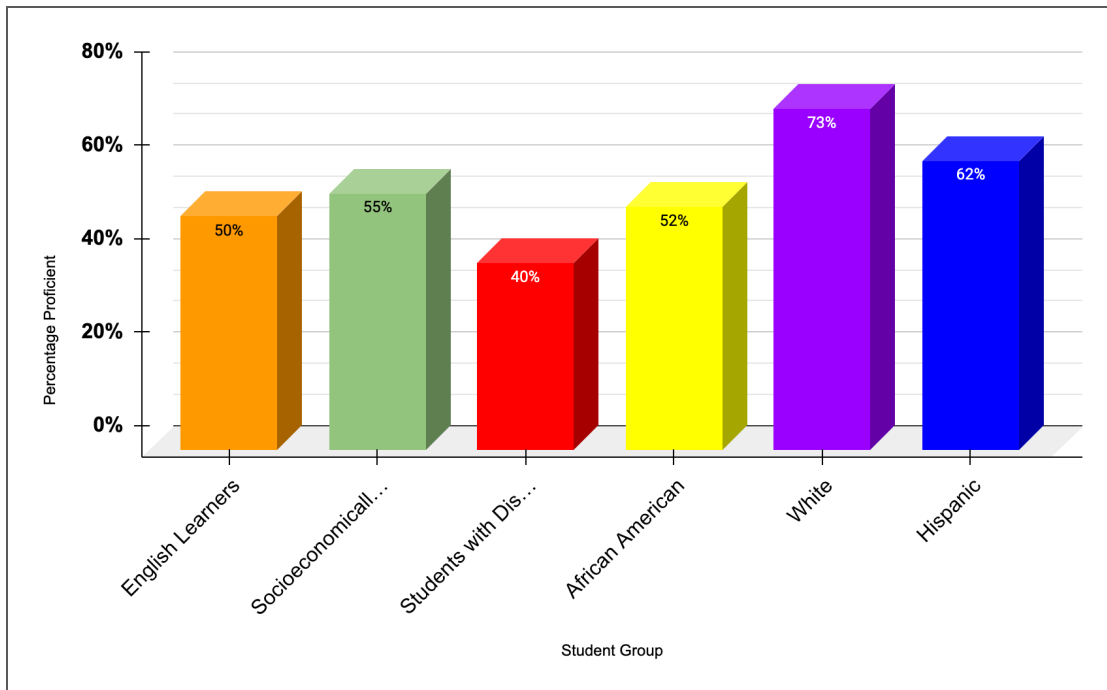


*March 2021*

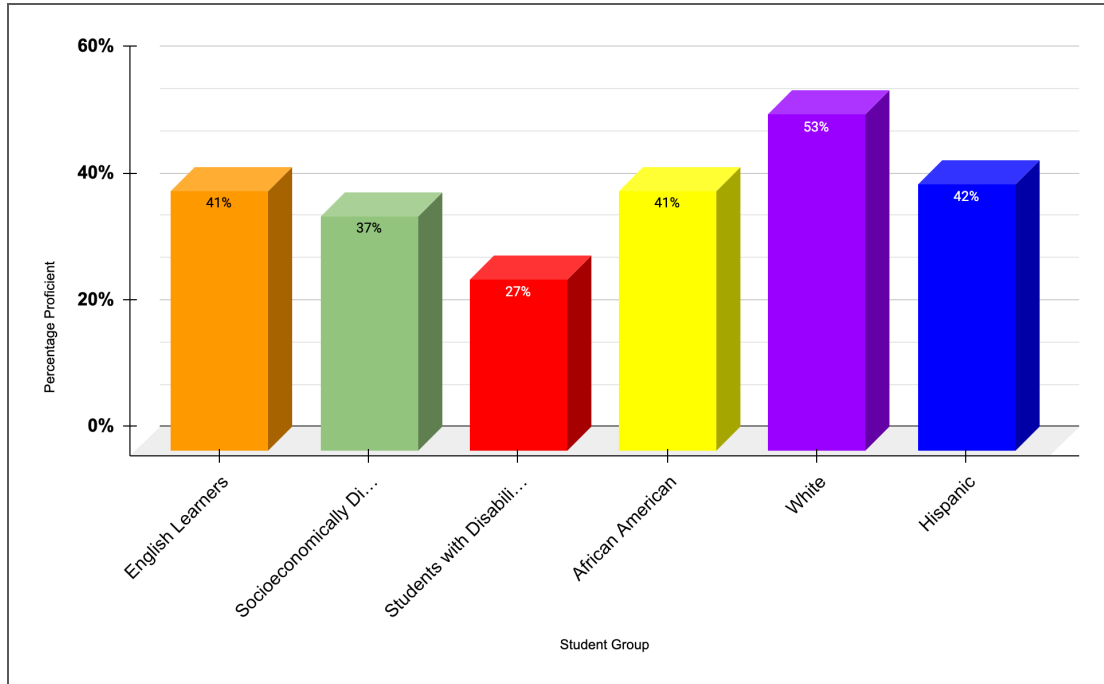


As for our student groups, we see that the white student population is leading with the highest rates of proficiency in both ELA and Math. Students with disabilities are our lowest-performing groups. This continues to be an area of growth to breach the gap.

*Student Group Report - ELA 2021*



*Student Group Report - Mathematics 2021*



## Facilities

The LEA achieves a safe and clean environment through a care program that consists of scheduled campus services. The services include the maintenance of school grounds, buildings, and surfaces and routine cleaning and maintenance upkeep. The main focus areas are interior/exterior of buildings, landscaping, HVAC, janitorial/cleanliness, fire alarm system, and groundskeeping. Furthermore, in response to the pandemic, the facility is now equipped with exterior hand wash stations, touchless water bottle filling stations, and air-purifiers in every classroom and office.

## Technology

The LEA's vision includes a technology-rich approach that prepares 21st-century learners to become tomorrow's leaders. The classrooms come equipped with Promethean boards, Chromebooks, tablets, and the latest software. The LEA now has three individuals supporting technology in response to more devices and users on the network. The technology team ensures that the network is configured correctly, researches new and upcoming technology, and monitors the web to prevent malicious cyber attacks. The Technology department strives to create a safe and interactive experience and provides every student an equal opportunity to maximize learning with technology.

## School Programs

### MTSS Tiers

REACH employs a multi-tiered system of support to ensure that the needs of all scholars are met in a meaningful and productive manner. Tier 1 are the Universal Supports that are implemented in the general education setting by teachers and support staff and is unrestricted to all learners. Next, Tier 2 supports include all targeted interventions. Targeted interventions are designated based on needs. Using data to track academic, behavioral, or social/ emotional performance, the teacher and intervention team identify supports to scaffold the general education environment better meet the needs of specific students. When a student receives three or more Tier 3 interventions, they qualify for a student success team (SST) to carefully monitor progress and the efficacy of designated supports. If supports are not enabling students to approach grade-level benchmarks for focus skills, the SST team can refer the student to Special Education. Lastly, Tier 3 supports are accessible through an Individualized Education Plan (IEP) or Discipline and Attendance department, depending on the specific concerns and needs of the student.

## Multi-Tiered System of Support Worksheet

### Academic Supports

#### Tier 3/Intensive Interventions

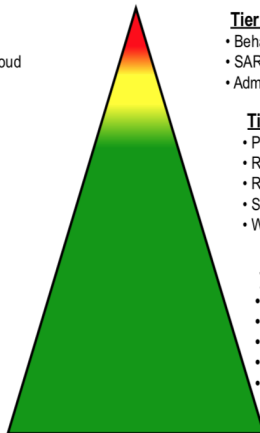
- 1:1 Instruction
- Questions and Answer Choices Read Aloud
- Dictation/ Scribe Support

#### Tier 2/Targeted Interventions

- Interventionist Small Group Support
- Orton Gillingham Instruction
- After school Tutoring
- Accommodations in physical classroom\*
- Sentence Frames for Independent Work
- Support Needed for Daily Practice\*

#### Tier 1/Universal Supports

- Differentiated Instruction
- Small Group Instruction
- Differentiated Independent Work
- Flexible Seating
- Daily Fluency /Fry Word Practice
- Daily Math Facts Practice



### Behavior Supports

#### Tier 3/Intensive Interventions

- Behavior Intervention Plan
- SART
- Administrative Intervention

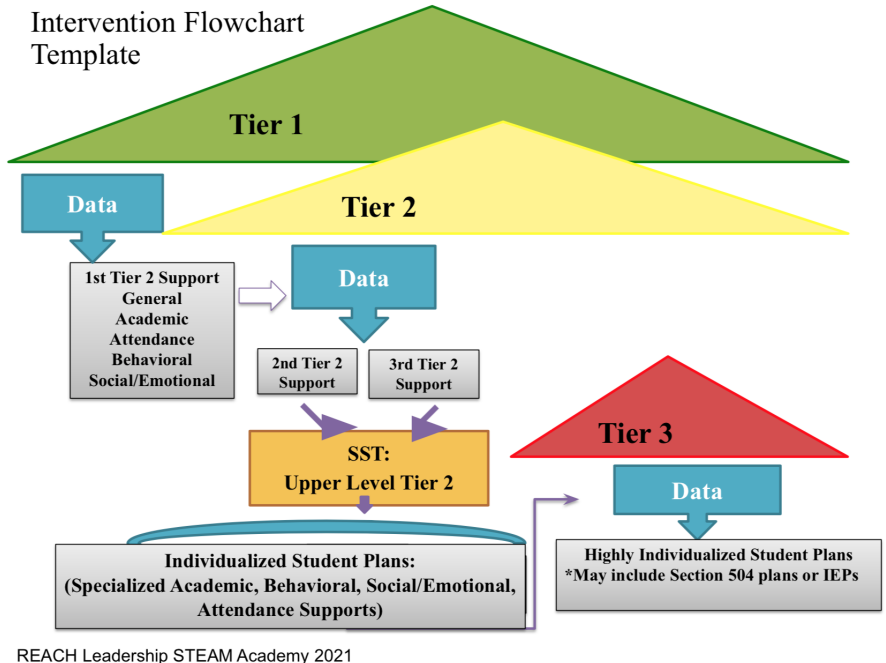
#### Tier 2/Targeted Interventions

- Peer or Staff Mentor
- Reflect in The Den
- Restorative Circles
- Self and Match Chart
- Work Completion Schedule

#### Tier 1/Universal Supports

- Richie's Rules Explicitly Taught and Repeated
- Core Values Explicitly Taught and Repeated
- Community Circles
- Role Modeling of Expectations
- Super Improver Chart in Classroom





## SST

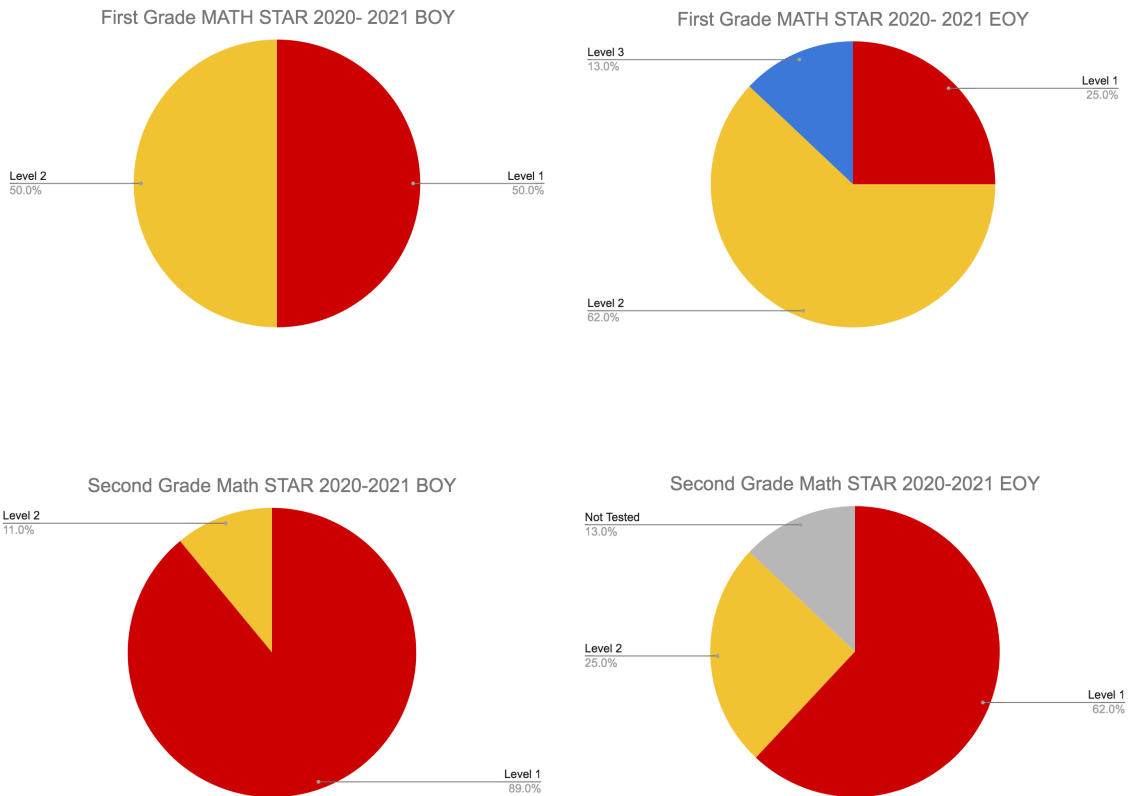
Students who receive three or more Tier 2 supports through the multi-tiered system of supports may qualify for a Student Success Team (SST) meeting. These students have strengths, concerns, interventions, and progress toward goals monitored at least twice each year to ensure that the support in place benefits student progress toward goals. Interventions are delivered directly by the Intervention Team through either the push-in or pull-out model of small group instruction.

During the 2020-2021 School Year, all SST students participated in hybrid instruction, either full time on campus, part-time on-campus and part-time from home, or full-time from home. The SST supports were mainly provided via Zoom to prevent cohorts' mixing and minimize COVID transmission risks during this school year. Primary support was focused on Orton Gillingham's strategies in 2:1 or 1:1 groups to target oral reading fluency and build/ draw/ write strategies for Singapore Math. Trained staff such as the intervention team has offered Orton Gillingham instruction since the 2014-2015 school year. As staff has grown and changed, REACH has offered Orton Gillingham Comprehensive training after 1-2 years of service on the intervention team. The Orton-Gillingham approach is an explicit, multisensory, sequential, and prescriptive way to teach literacy so that struggling students have ample opportunities to sort, recognize and organize raw language materials for thinking, reading, and writing. Orton-Gillingham (OG)

practitioners design lessons and materials to work with students at the level they present by pacing instruction and introducing new materials to their strengths and weaknesses. Our build/draw/write strategies are honed through professional development, modeling, and hands-on practice. Direct support from Kathleen Jalapour guides the backbone of the strategy we implement to ensure that students build concepts of number sense and value instead of memorization. We encourage students to employ various techniques to solve each problem and explain their thinking to increase flexibility and verbal reasoning.

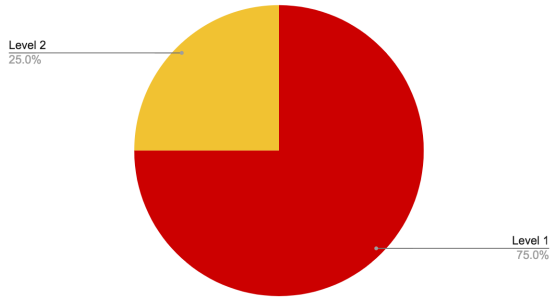
Growth charts for students receiving additional supports through Student Success Team and targeted interventions during the 2020-2021 school year:

*Math Growth Charts*

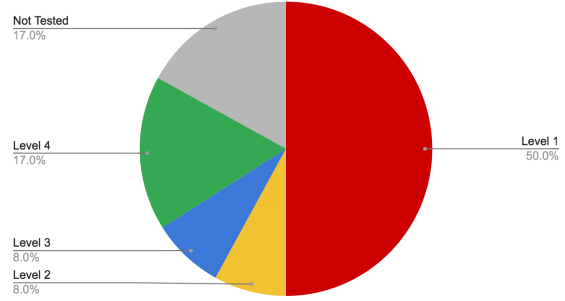


# REACH ACS WASC/CDE Self-Study Report

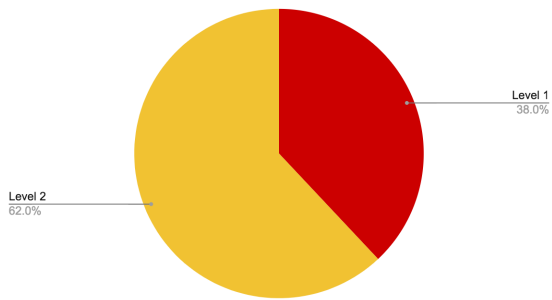
Third Grade Math STAR 2020- 2021 BOY



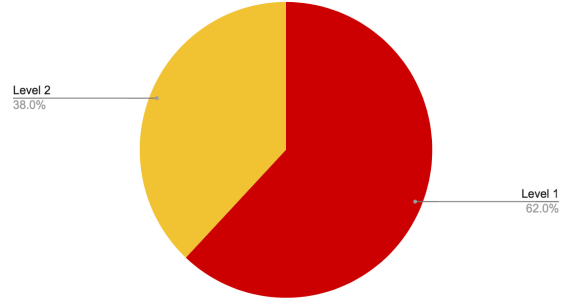
Third Grade Math STAR 2020- 2021 EOY



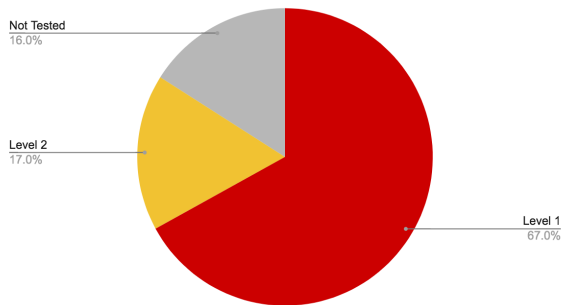
Fourth Grade Math STAR 2020-2021 BOY



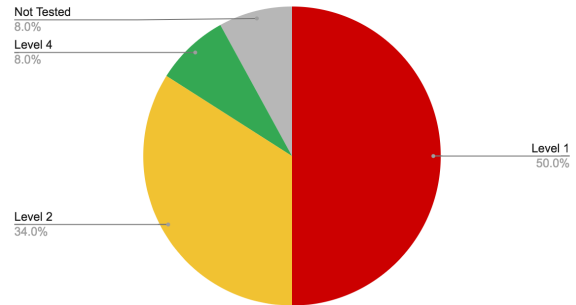
Fourth Grade Math STAR 2020-2021 EOY

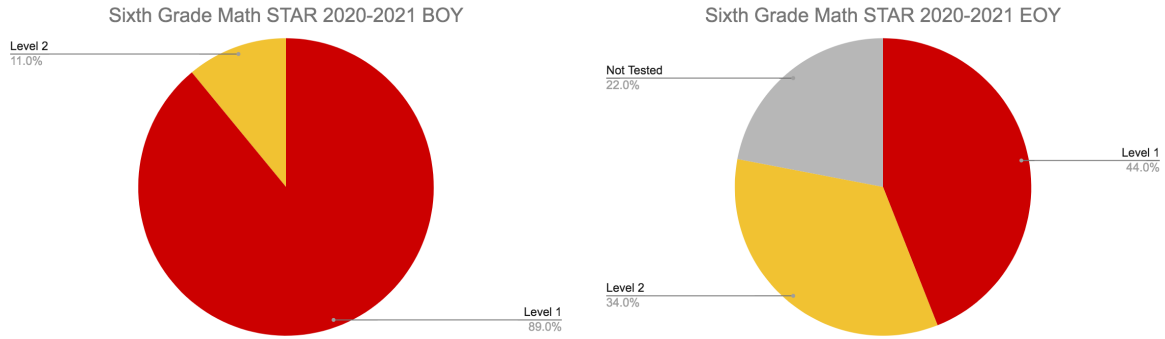


Fifth Grade Math STAR 2020-2021 BOY

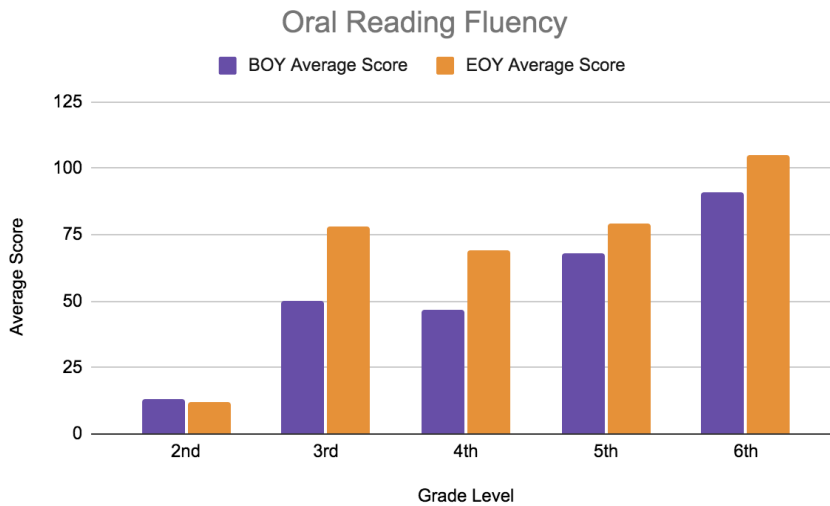


Fifth Grade Math STAR 2020-2021 EOY





### Oral Reading Fluency Growth



### Section 504

Any student with a documented disability that prevents them from performing one or more major life activities in a manner commensurate with age-level peers can potentially qualify for a Section 504 plan. Under Section 504, a disability is defined as a condition that impacts one or more basic life activities, including physical, emotional, or cognitive disabilities. The LEA provides a wide range of potential supports and accommodations to meet the needs of all scholars. The Section 504 team consists of the parent, teacher(s), school nurse, when applicable, and an administrator. A student may be referred for a Section 504 determination by parent request, through SST, or after a student is found ineligible for special education, but still need specific support to be successful. The 504 determination evaluates a student’s needs based on

various data keeping in mind that the need must be evaluated without ameliorative measures in place. Once a student is determined to qualify for a Section 504, an annual meeting is held to review support and modify accommodations. Additionally, parents or staff can request to reconvene a meeting if needs change mid-year to ensure that each student is receiving the most beneficial educational options for their individual needs.

## **SPED**

### *Educationally Related Mental Health Services (ERMHS)*

Students receiving counseling and guidance, individual counseling and/or behavior supports receive access to REACH's Licensed Clinical Social Worker, LCSW, and/or the behavior team at REACH. Student files are reviewed, and amendments are written to support the current need and current IEP goals. Students receive access to mental health support to meet current IEP supports and services and the individual social-emotional needs of each student. All sessions are held via password-protected Zoom sessions (if long-distance learning), small groups, or 1:1 sessions. The social-emotional team at REACH works to normalize current changes for each student to reduce symptoms of depression, anxiety, stress and promote overall wellness and academic success.

### *General Education Counseling*

Students not in special education have access to crisis counseling. Crisis counseling is short, approximately 6-8 sessions, and is accessed when a child goes through a recent loss, change of school, parental divorce, or trauma. The students participate in Cognitive Behavior Therapy (CBT) to reduce toxic thinking and improve self-esteem and behavior. Dialectical Behavior Therapy (DBT) is used to promote grounding and balance.

### *Family/Parent Counseling and Support*

All parents are given 24-hour access to REACH's Licensed Clinical Social Worker (LCSW) if long-distance learning. Parents receive support to promote student academic success and reduce overall family stress in the form of social stories, ART therapy, and guided meditation. REACH's LCSW also provides individual parent sessions to reduce parental stress and promote overall wellness in the home.

### *Bounce Back Curriculum*

The Director of Student Support Services and the Student Supports Services (SSS) Coordinator, which falls under REACH's Special Education Department, have participated in social and emotional well-being webinars that address the stress and trauma that families experienced under the pandemic. For the 2020-2021 and 2021-2022 school years, the SSS team unveiled a campus-wide Mental Health campaign using the Bounce Back curriculum to reduce children's stress or anxiety about being exposed to stressful or traumatic events. The program begins with a UCLA Trauma screener, and interventions are provided to students presenting with trauma symptoms for six weeks.

#### *Behavior Intervention Support*

Behavior intervention supports are provided to students whose behavior impedes the learning of self and/or others within the classroom. Behavior Supports are designed to affect the actions and/or the behaviors of the individual in an academic setting. Interventions designed and implemented are derived from Applied Behavior Analysis (ABA). ABA is a technique for correcting behavior and social skill deficits in children with special needs. It is based on the understanding that children are more likely to repeat desired behaviors when these behaviors are met with positive reinforcement and that they are less likely to repeat undesirable behaviors that are not rewarded. Behavior supports are provided by teachers, Behavior Interventionist (BI), Registered Behavior Technicians (RBT), Behavior Specialists (BS), and Board Certified Behavior Analyst (BCBA). Behavior Supports may include but are not limited to providing breaks when needed, 1:1 support in the classroom to provide the student access to a trusted adult, and visuals that break down tasks to assist students in completing assignments, packing up, or transitions.

#### *Specialized Academic Support(SAI)*

Specialized academic instruction (SAI) is determined by the IEP team and is derived from assessment information, data collected, and goals/objectives developed in the student's area(s) of need. To ensure that students who receive special education services have appropriate access to the general curriculum, the team may determine the support needed by the student to make educational gains, including adapting the content, approach, or delivery of instruction. Services may be provided to students in a regular education classroom, in a separate classroom, in a special day classroom (SDC), or a combination of any of the aforementioned. Based on the special education student's specific needs, the IEP team may determine specific subjects, duration, and location for general education mainstreaming and determine the services the student receives. Each

student's educational needs are unique; thus, SAI and services may vary greatly between students.

### *Speech and Language*

Students eligible for speech and language services receive support from the Speech-Language Pathologist (SLP) at REACH. The SLP determines how students' academic strengths and weaknesses relate to speech, language, and communication disorders. The SLP collects relevant student data in various contexts, develops intervention plans, and provides services in collaboration with others to meet students' educational needs. Direct services are provided in phonology, morphology, syntax, semantics, and pragmatics. The SLP is also available to provide support regarding hearing impairments and amplification. Students attend weekly speech and language sessions according to the minutes indicated on the IEP. All sessions are held in a small group or one-on-one with the SLP.

### *Speech or Language Impairment (SLI)*

A communication disorder such as stuttering, impaired articulation, a language impairment  
or a voice impairment adversely affects a child's educational performance.

### *Speech-Language Pathologist (SLP)*

Also known as a speech therapist, is a professional who diagnoses and treats communication and swallowing disorders.

### *Support Programs for Special Populations*

REACH's purpose is to serve all students but has identified special populations and subgroups that require an individualized instructional approach. These groups include our socioeconomically disadvantaged students, gifted and high achievers, and English learners. Below you will find how we serve these populations.

### **Socioeconomically Disadvantaged Students**

To support these at-risk students, REACH uses the following strategies- early detection, family communication, teacher collaboration, ongoing assessment, and Response to Intervention (RTI).

- *Early Detection:* diagnostic and continuous assessments in Reading, Writing, and Math to identify students struggling and not meeting proficiency. Students who fall below level will have a personalized education plan developed to meet their needs.
- *Family Communication:* teachers contact teachers as soon as they are aware of any academic concerns. Parents are held accountable for committing to their students' achievement by signing a School-Home Compact Letter.
- *Teacher Collaboration:* teachers meet bi-weekly with their grade-level teams and each Trimester for Data Meetings to compare student data, discuss student progress, and collaborate on strategies for academic growth.
- *Ongoing Assessment:* student progress is tracked by ongoing assessments.
- *Response to Intervention (RTI):* with the data collected in assessments, strategies are used during Response to Intervention (RTI) before a student is left to fail. RTI is a collaboration between teachers and classroom aides to provide explicit instruction on a specific learning need(s).

### **Gifted and High Achievers**

For students that can perform at above grade level, these students are met with the challenge of the following programs:

- Accelerated or advanced content
- Transfer learning to new/different disciplines and situations
- Development of personal growth and sophistication in attitudes, feelings, and intuition
- Independence of thought and study

### **English Learners (EL)**

Students classified as English Learners are supported by Federal, State, and district mandates in regards to English Learner (EL) education until they meet the reclassification criteria pursuant to Education Code (EC) Section 313. The program structure at REACH is as follows:

- *Plan for English Learners (EL):* CLAD and BCLAD credentialed teachers with the skills and experience to successfully plan and implement academic strategies for emerging bilingual students to deliver Structured English Immersion and integrated SDAIE strategies.



- *Identification:* identification begins in the enrollment process. Parents/guardians are instructed to complete a Home Language (specifying the language(s) spoken by parents and at home).
- *ELPAC assessment:* When a student who enrolls has a language other than English identified on the Home Language Survey, the parent is notified of the initial ELPAC process. The student is required to complete the assessment in Listening, Speaking, Reading, and Writing to determine classification as an English Learner or as Fluent English Proficient. REACH reports scores to the District and State, parents are informed of their student's score, their rights, and the reclassification process.
- *Program Goals:* the goal of the EL program is for those students to be given equal access to the core curriculum so they can learn at their instructional level as they work towards reclassification. The EL program utilizes whole group, small group, and structured partner discussions in a full-inclusion program. Emerging Bilingual students in grades 1-6 also have access to Lexia English software for 20 minutes a day during Learning Academy, a response to intervention block. Lexia English is an adaptive blended learning program that supports Emergent Bilingual students' English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in math, science, social studies, general knowledge, and biographies.

### **Behavior/Restorative practices**

REACH incorporates a system of immediate and appropriate responses to student misbehavior, such as Restorative discipline Practices and Positive Behavior Intervention and Support (PBIS), to assist school personnel in effectively addressing and correcting patterns of student misconduct. The LEA believes situations requiring discipline can be opportunities for learning, growth, and community building. Discipline is seen as an opportunity beyond punishment. Staff is trained on the fact that there is no one size fits all approach to resolving conflict. The outcome of restorative justice is to teach self-discipline by teaching students to take responsibility for their behavior. It shifts the focus of discipline from punishment to learning and from the individual to the community.

REACH relies on restorative justice. Situations requiring discipline can be opportunities for learning, growth, and community building. Discipline is being seen beyond punishment. Numerous choices are considered to resolve every conflict in all areas of the school: classrooms, playground, lunchroom, and the buildings of special education and administration. Through restorative justice, we teach our students self-discipline. This

requires patience and respect for our children. At REACH, there is no one size fits all approach to resolving conflict. The outcome of restorative justice is to teach self-discipline by teaching students to take responsibility for their behavior. Student accountability and responsibility are encouraged through personal reflection within a collaborative planning process. Restorative practices focus on repairing harm through inclusive processes that engage all stakeholders. It shifts the focus of discipline from punishment to learning and from the individual to the community. Restorative practices do not replace disciplining in totality. There are still implemented consequences for students' behavior that breaks school rules.

As part of the discipline culture at REACH, we consistently teach and review with students the following concepts:

Richie's Rules (3 R's below):

1. **R-Respect**

- I treat others the way I want to be treated.
- I respect laws, rules and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am respectful towards myself and others.
- I am respectful toward school.

2. **R- Responsibility**

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow.
- I am on time to school daily.
- I follow directions when told the first time.
- I am accountable.
- I stay on task.
- I am prepared.

3. **R- Resilience**

- I will show stamina.
- I will be flexible.
- I will be patient.

- I will always do my best.
- I slant.
- I show grit.

### Core Values

- **Leadership.** At REACH Leadership STEAM Academy, teachers and staff are committed to building tomorrow's leaders. REACH believes in instilling the students' knowledge, attitude, and mindsets to become poised, confident, articulate leaders within the school, their community, and the global society. REACH staff model and expect students to step into leadership roles on and off-campus. Among some of the leadership opportunities are chances for students to run for Student Government. Students are encouraged to run for positions that allow them to learn to speak in front of large groups, articulate their thoughts in a debate format, and initiate relationships amongst their peers.
- **Excellence.** REACH students strive for excellence in academics, character, and extracurricular activities. REACH teachers expect students to operate in excellence whenever attempting a task. For instance, from well-written writing assignments to sportsmanship on the soccer field, students are expected to strive for excellence continuously. By teaching students to pay attention to the details and strive to improve performance, REACH prepares students to succeed in school, university, the workplace, and beyond.
- **Responsibility.** REACH students take personal responsibility for their actions and their learning. Students are taught to take the initiative and to seek the support necessary to succeed in school and within the community. Students are taught that everything they do is a choice and that they must take responsibility for their choices. REACH students are expected to be (1) responsible citizens, (2) engaged and informed members of society and the world, and (3) opportunity seekers to create positive change.
- **Resilience.** Resilience is the process of recovering readily from adversity, trauma, tragedy, or other significant sources of stress, such as family and relationship issues. REACH students are challenged to value resilience -meaning the ability to bounce back from difficult experiences. The ability to recover after major setbacks is what students will need to excel in life regardless of what they are faced with.
- **Service.** Service is the act of helping others. Service-learning teaches civic responsibility, strengthens communities, and enhances learning. REACH students are challenged to apply what they are learning to the real world. Students are given opportunities throughout the school year to serve throughout the school community and the surrounding areas throughout the school year.

- **Gratitude.** Gratitude is the quality of being thankful, the readiness to show appreciation for and return kindness. Gratitude is a warm feeling of thankfulness towards the world or specific individuals. There are many reasons to feel gratitude and many different ways to show gratitude to others. REACH students are reminded of the importance of showing gratitude and are challenged to apply it throughout the school year when given the opportunity.

SLANT (classroom and assembly protocol)

- Sit up
- Listen
- Ask and answer questions
- Nod your head
- Track the speaker

REACH RAVES (Assembly protocol)

- Respectful
- Appropriate
- Voices off
- Engaged
- Scholarly

**Nutrition**

REACH Leadership STEAM Academy is under The National School Lunch Program (NSLP), a federally assisted meal program operating in public schools. USDA's Food and Nutrition Service (FNS) administers the NSLP and reimburses REACH for the meals served to students. Any student can get an NSLP lunch. Students from households with incomes at or below 130 percent of the Federal poverty line can receive a free lunch. Children may be determined "categorically eligible" for free meals through participation in specific Federal Assistance Programs, such as the Supplemental Nutrition Assistance Program, or their status as a homeless, migrant, runaway, or foster child. NSLP provides nutritionally balanced, low-cost, or free lunches to children each school day. For the past two years during COVID-19, REACH has been under the Seamless Program. This program offers free meals to all students regardless of their income level. Our current FRL percentage is 54%. REACH currently does not provide meals to students during breaks or the summer. Preferred Meals is our current food provider. The vendor meets all NSLP Federal lunch requirements, though decisions about the specific foods to serve and the

preparation methods. For more information about the NSLP nutrition standards and technical assistance and guidance, materials may be found on the School Meals website:

<https://www.fns.usda.gov/school-meals/nutritionstandards-school-meals>.

## **Outreach**

At REACH Leadership STEAM Academy, the OutREACH Program is committed to helping those who are less fortunate, homeless, and/or fostered within the school community. The OutREACH mission is to help those students and their families with the basic resources so they may be successful in school. The resources to address students and their families' basic needs include school supplies, hygiene supplies, mental health services, and food.

| <b>Examples of Resources shared with families</b> |                           |   |                     |                          |  |
|---|---------------------------|---|---------------------|--------------------------|--|
| <b>Name of Agency</b>                             | <b>Resource</b>           | <b>Website</b>  | <b>Phone Number</b> | <b>Email Address</b>     | <b>Address</b>                                       |
| RCOE  | Child Care Assistance     | <a href="https://www.rcoe.us/departments/early-learning-services/early-care-and-education/looking-for-child-care">https://www.rcoe.us/departments/early-learning-services/early-care-and-education/looking-for-child-care</a> | 800-442-4927        | RandR@rcoe.us            | 4101 Almond St.<br>Riverside, CA<br>92501            |
| HomeConnect                                       | Community Assistance      |   | 800-498-8847        | homeconnect@ruhealth.org |  |
| 211 Riverside County                              | Information and Referrals | <a href="http://www.211riversidecounty.org">www.211riversidecounty.org</a>  | 211                 |                          |  |
| Arlington Temporary Service/Bus Token             | Transportation            |   | (951) 689-5620      |                          | 9000 Arlington Ave. #112<br>Riverside, CA<br>92503   |
| DPSS Assistance Programs                          | Public Benefits           |   | (951) 509-8000      |                          | 961 Mission Blvd. Riverside, CA 92501                |
| CalWORKs/GAIN                                     | Public Benefits           |   | (951) 955-3300      |                          | 4100 Main St.<br>Riverside, CA<br>92501              |
| Social Security/Medicare                          | Public Benefits           |   | (800) 772-1213      |                          | 7880 Mission Grove Pkwy S.<br>Riverside, CA<br>92508 |
| Riverside County Regional Medical Center          | Health Care               |   | (951) 486-4000      |                          | 26520 Cactus Ave. Moreno Valley, CA 92555            |
| Systems of Care (Jefferson)                       | Mental Health             |   | (951) 955-800       |                          | 2085 Rustin Ave.<br>Riverside, CA                    |

| Examples of Resources shared with families |                           |   |                |                          |  |
|--|---------------------------|---|----------------|--------------------------|--|
| Name of Agency                             | Resource                  | Website   | Phone Number   | Email Address            | Address                                      |
| RCOE                                       | Child Care Assistance     | <a href="https://www.rcoe.us/departments/early-learning-services/early-care-and-education/looking-for-child-care">https://www.rcoe.us/departments/early-learning-services/early-care-and-education/looking-for-child-care</a> | 800-442-4927   | RandR@rcoe.us            | 4101 Almond St. Riverside, CA 92501          |
| HomeConnect                                | Community Assistance      |   | 800-498-8847   | homeconnect@ruhealth.org |  |
| 211 Riverside County                       | Information and Referrals | <a href="http://www.211riversidecounty.org">www.211riversidecounty.org</a>  | 211            |                          |  |
| Arlington Temporary Service/Bus Token      | Transportation            |   | (951) 689-5620 |                          | 9000 Arlington Ave. #112 Riverside, CA 92503 |
| DPSS Assistance Programs                   | Public Benefits           |   | (951) 509-8000 |                          | 961 Mission Blvd. Riverside, CA 92501        |
| CalWORKs/GAIN                              | Public Benefits           |   | (951) 955-3300 |                          | 4100 Main St. Riverside, CA 92501            |
| Wellness Center)                           |                           |   | 0              |                          | 92507  |

OutREACH meet every month to discuss the support offered to REACH families in need. REACH Leadership STEAM Academy does not have a large homeless or fostering population. Still, since launching the program in 2019-2020, OutREACH has supported a few families with resources such as, but not limited to, personal hygiene supplies, toiletries, school supplies, school uniforms, food, information for housing, government assistance programs, groceries, and gas gift cards.

| <b>OutREACH Members</b> |                            |   |                         |
|-------------------------|----------------------------|---|-------------------------|
| <b>Name</b>             | <b>Email</b>               | <b>Position</b>                         | <b>Department</b>       |
| Dr. Virige Rentie       | vrentie@reachroyals.org    | Executive Director                      | Administration          |
| Susie Navarro           | snavarro@reachroyals.org   | Vice Principal                          | Administration          |
| Judi Lynn Jenkins       | jjenkins@reachroyals.org   | Discipline Coordinator                  | Administration          |
| Marcus Findlay          | mfindlay@reachroyals.org   | Vice Principal                          | Administration          |
| Venice Angel            | vangel@reachroyals.org     | Director of Special Education Program   | Administration          |
| Anne Dumire             | adumire@reachroyals.org    | Administrative Intervention Specialist  | Administration          |
| Amanda Espinoza         | aespinoza@reachroyals.org  | LVN, School Nurse                       | Health Office           |
| Isabel Silva            | isilva@reachroyals.org     | Attendance Coordinator/Homeless Liaison | Attendance              |
| Cristina Hernandez      | chernandez@reachroyals.org | After School Program Manager/           | After School Program    |
| Jessica Castanon        | jcastanon@reachroyals.org  | Student Support Service Coordinator     | Special Education       |
| Cassidy Rentie          | cerentie@reachroyals.org   | Intervention Specialist                 | Student Intervention    |
| Rachael Staylor         | rstaylor@reachroyals.org   | Special Programs Coordinator            | Enrollment/Registration |
| Jennifer Bobadilla      | jbobadilla@reachroyals.org | Nutrition Service Supervisor            | Nutrition               |
| Yisel Ochoa             | yochoa@reachroyals.org     | Office Coordinator                      | Front Office            |

### **Physical Education**

Physical education (PE) provides life skills that encourage students to be active and fit for life. Staying active has a positive impact on our students' physical, mental, and emotional



health. The goal at REACH is for students to have fun, stay healthy, and be fit. The department has six amazing coaches, four males, and two females. The class ratio is one coach per class. Physical education offers different activities throughout various grade levels four times a week. The SPARK Physical Education curriculum makes P.E. more inclusive, active, and fun for the students. Students are taught soccer, basketball, kickback, softball, dodgeball, volleyball, hockey, flag football, flying disc, and aerobic games. Also, coaches introduce students to a proper warm-up and how important it is to do it before any physical activity. Therefore, coaches teach students to the six components of the Physical Fitness Test over the year to prepare for the fifth-grade test. The California State Physical Fitness Test consists of Mile Run, Back Saver Sit-and-Reach, Push-ups, Curl-ups (Sit-ups), Trunk Extension, and Body Mass Index (Height and Weight Ratio). Students have time to practice and prepare during P.E. class. In addition, coaches grade students daily on their participation.

**Dashboard Data**

*2018-19 SBAC Mathematics Indicator (CA Dashboard)*

| Student Group                       | Color  | Status Level | Change Level            | CURRENT STATUS - Average distance from Standard | CHANGE - Difference between current status and prior status | Current year number of valid students | Current year number of valid students with disabilities | Prior year number of valid students | Prior year number of valid students with disabilities | PRIOR STATUS - Average distance from Standard | School or district is held to the high school cut points | The number of points removed from the current year status due to the participation rate being below 95% | The number of points removed from the prior year status due to the participation rate being below 95% | Pair and Share School Method | Did not test 10% of students |
|-------------------------------------|--------|--------------|-------------------------|---|---|---------------------------------------|---|-------------------------------------|---|---|--|---|---|------------------------------|------------------------------|
| All Students                        | Yellow | Medium       | Maintained              | -20.7   | -0.2  | 282                                   |   | 234                                 |   | -20.5   |  |   |   |                              | N                            |
| English Learners                    | None   | Low          | Increased               | -26.7   | 7.9   | 22                                    |   | 15                                  |   | -34.6   |  |   |   |                              | N                            |
| Homeless                            | None   |              |                         |   |   | 1                                     |   | 7                                   |   |   |  |   |   |                              | N                            |
| Socioeconomically Disadvantaged     | Orange | Low          | Maintained              | -34.5   | 2   | 176                                   |   | 126                                 |   | -36.5   |  |   |   |                              | N                            |
| Students with Disabilities          | None   | Very Low     |                         | -103.4  |   | 27                                    |   | 1                                   |   |   |  |   |   |                              | N                            |
| African American                    | Orange | Low          | Decreased               | -55.4   | -4.5  | 61                                    |   | 48                                  |   | -50.9   |  |   |   |                              | N                            |
| Asian                               | None   | Very High    |                         | 47.3  |   | 12                                    |   | 7                                   |   |   |  | -0.5  |   |                              | N                            |
| Filipino                            | None   |              |                         |   |   | 2                                     |   | 1                                   |   |   |  |   |   |                              | N                            |
| Hispanic                            | Green  | Medium       | Increased               | -21.2   | 3.9   | 126                                   |   | 107                                 |   | -25.1   |  |   |   |                              | N                            |
| Native Hawaiian or Pacific Islander | None   |              |                         |   |   | 1                                     |   | 0                                   |   |   |  |   |   |                              | N                            |
| White                               | Green  | Medium       | Increased               | -4.9  | 4.3   | 57                                    |   | 54                                  |   | -9.1  |  |   |   |                              | N                            |
| Two or More Races                   | None   | Medium       | Decreased Significantly | -9.9  | -24.4   | 20                                    |   | 15                                  |   | 14.5  |  |   |   |                              | N                            |



2018-19 SBAC English Language Acts Indicator (CA Dashboard)

| Student Group                       | Color  | Status Level | Change Level           | CURRENT STATUS - Average distance from Standard | CHANGE - Difference between current status and prior status | Current year number of valid students | Current year number of valid students with disabilities | Prior year number of valid students | Prior year number of valid students with disabilities | PRIOR STATUS - Average distance from Standard | School or district is held to the high school cut points | The number of points removed from the current year status due to the participation rate being below 95% | The number of points removed from the prior year status due to the participation rate being below 95% | Pair and Share School Method | Did not test 10% of students |
|-------------------------------------|--------|--------------|------------------------|---|---|---------------------------------------|---|-------------------------------------|---|---|--|---|---|------------------------------|------------------------------|
| All Students                        | Yellow | Medium       | Declined               | 0.4   | -3  | 282                                   |   | 236                                 |   | 3.4   |  |   |   |                              | N                            |
| English Learners                    | None   | Low          | Declined               | -29.9   | -7.5  | 22                                    |   | 15                                  |   | -22.4   |  |   |   |                              | N                            |
| Homeless                            | None   |              |                        |   |   | 1                                     |   | 7                                   |   |   |  |   |   |                              | N                            |
| Socioeconomically Disadvantaged     | Orange | Low          | Maintained             | -10.6   | 1.7   | 176                                   |   | 128                                 |   | -12.3   |  |   |   |                              | N                            |
| Students with Disabilities          | None   | Very Low     |                        | -93.8   |   | 27                                    |   | 1                                   |   |   |  |   |   |                              | N                            |
| African American                    | Orange | Low          | Maintained             | -31.8   | -0.8  | 61                                    |   | 50                                  |   | -31.1   |  |   |   |                              | N                            |
| Asian                               | None   | Very High    |                        | 80.8  |   | 12                                    |   | 7                                   |   |   |  |   |   |                              | N                            |
| Filipino                            | None   |              |                        |   |   | 2                                     |   | 1                                   |   |   |  |   |   |                              | N                            |
| Hispanic                            | Yellow | Medium       | Maintained             | 1.3   | -1.4  | 126                                   |   | 107                                 |   | 2.7   |  |   |   |                              | N                            |
| Native Hawaiian or Pacific Islander | None   |              |                        |   |   | 1                                     |   | 0                                   |   |   |  |   |   |                              | N                            |
| White                               | Yellow | Medium       | Declined               | 5.4   | -11.1   | 57                                    |   | 54                                  |   | 16.5  |  |   |   |                              | N                            |
| Two or More Races                   | None   | High         | Declined Significantly | 15  | -29.9   | 20                                    |   | 15                                  |   | 44.9  |  |   |   |                              | N                            |



Perceptual Data

Parent Climate Surveys

Looking over the student and parent climate survey data for the past three years, the opinions show that REACH Leadership STEAM Academy has shown both growth and areas for improvement. An area where growth is needed is increasing parent awareness in regards to certain teaching strategies, materials provided for students, and services like counseling. REACH has seen significant growth in parent climate surveys geared toward REACH’s encouragement for parent engagement in their students’ education from 82% in 2020 to 87% in 2021. REACH continuously works on evolving its questionnaire for clarity and relevance to encourage more parent/student feedback. For that reason, some of the questions seen on the 2019-2020 and 2020-21 surveys were modified based on data collected from the 2018-19 school year.

For 2018-19, REACH generalized the survey to ask whether the school was providing high-quality instruction to the child versus now the school specifies the survey to indicate satisfaction with teachers providing quality instruction to their students. In 2018-19,

93.8% of parents either strongly agreed or agreed that they were satisfied with the teacher's instruction.

In 2019-2020 REACH had a 97% satisfaction rate, but in 2020-2021, we see a decline in satisfaction to 91%. This reduction could be due to COVID-19 and the instability that it caused our families. REACH hopes to see an improvement in satisfaction now that they have resumed in-person learning and hopefully reduced the stress of parents who were not technologically savvy or did not have the support they needed.

REACH wants to ensure parents understand behavioral expectations for REACH's student body. In the 2018-19 school year, 90% of REACH's parents understood REACH's behavioral expectations. In 2019-2020 only 83.3% of parents understood REACH's expectations. 91% of parents understood REACH's behavioral expectations in the following year.

REACH also conducted a question in 2018-19 and 2020-2021 regarding parents agreeing that REACH provides additional support in areas for students that are needed. In 2018-19 the LEA received a 68.8% response rate and in 2020-21 received an 89% response rate, which is significantly lower than expected in this indicator. REACH will take additional measures of notifying parents of assistance programs provided for students.

REACH has seen a fluctuation in parents' agreement to REACH providing counseling or other ways to help students with social or emotional needs. In the 2018-19 school year, 89.2% of parents either "strongly agreed" or "agreed." In the 2019-2020 school year, 54.2% of parents either "strongly agreed" or "agreed," and in the 2020-21 school year, only 53% of parents "strongly agreed" or "agreed" that REACH provides counseling or other services to help students with social or emotional needs. To make parents aware of counseling services or support groups for social and emotional needs, REACH needs to implement more awareness for both their students and parents to make use of these services. The Special Education and Student Support Services will expand their communication and programming.

### *Student Climate Surveys*

REACH implemented student climate surveys for the 2020-2021 school year. In grades 4th-6th, the survey uses a text box for written feedback. Our smaller kids give survey feedback in emojis, basing their responses on their feelings towards the question. The school is dedicated to using all student feedback for their continued growth.

School safety and students feeling safe are of utmost importance to REACH, and 92% of students "strongly agreed" and "agreed" that they feel safe at REACH. Students are also asked if they have all the materials they need to succeed at school. Materials include books, paper, pencils, Chromebooks, or tablets; 97% of students "agree" or "strongly agree." REACH also asks if students feel that their teacher listens to them; 92% of the students "agree" or "strongly agree" that teachers do so. REACH students had only 77% "agree" or "strongly agree" with feeling safe from bullying. The school administration considers this an area for improvement.

In the REACH student climate survey, students are asked if they like REACH, to which 92% of students "agree" or "strongly agree." REACH will continue to conduct student climate surveys in the future to monitor the statistics of their students and to help give clarity on what the school excels at and what they need to keep improving.

*Parent Climate Surveys*

|  | <i>FY 2018-19</i> | <i>FY 2019-20</i> | <i>FY 2020-21</i> |
|--|-------------------|-------------------|-------------------|
| <i>Parent Climate Survey: Indicate satisfaction with instruction provided by teachers</i>  | 93.8%             | 97.06%            | 91%               |
| <i>Parent Climate Survey: Indicates encouragement from school to be an active partner with the school in educating my child.</i> | _____             | 82.35%            | 87%               |

REACH ACS WASC/CDE Self-Study Report

|   |       |        |                          |
|---|-------|--------|--------------------------|
| <i>Parent Climate Survey: Indicate that parents understand the high behavioral expectations from all students</i> | 90.2% | 83.33% | 91%                      |
| <i>Survey: REACH provides additional support in areas my child needs it?</i>                                      | 68.8% |        | 89%                      |
| <i>Survey: REACH Provides counseling or other ways to help students with social or emotional needs?</i>           | 89.2% | 54.24% | 53% (Parents Don't Know) |

Staff Climate Surveys

|   | <i>FY 2018-19</i> | <i>FY 2019-20</i> | <i>FY 2020-21</i> |
|---|-------------------|-------------------|-------------------|
| <i>Staff Climate Survey: Teachers at REACH have high standards for achievement.</i> | 100%*             | _____             | 91%               |
| <i>Staff Climate Survey: REACH promotes academic success for all students.</i>      | 100%*             | _____             | 100%              |
| <i>Staff Climate Survey: REACH</i>  | 100%*             | _____             | 100%              |

REACH ACS WASC/CDE Self-Study Report

|   |       |       |     |
|---|-------|-------|-----|
| <i>provides a safe environment for all.</i>   |       |       |     |
| <i>Staff Climate Survey: Instructional materials are current and in good condition.</i>   | _____ | _____ | 92% |
| <i>Staff Climate Survey: Parents at REACH attend parent, administration meetings, and/or parent/teacher conferences.</i>                | _____ | _____ | 58% |
| <i>Staff Climate Survey: Parents at REACH often attend school activities.</i>   | _____ | _____ | 66% |
| <i>Staff Climate Survey: I have appropriate resources when dealing with students' social and emotional challenges. (Teachers only).</i> | 71%   | _____ | 73% |
| <i>Staff Climate Survey: Instruction will be modified accordingly. T1</i>   | _____ | _____ | 86% |

REACH ACS WASC/CDE Self-Study Report

|   |      |       |      |
|---|------|-------|------|
| <i>(Teachers only).</i>   |      |       |      |
| Staff Climate Survey: I have access to the tools I need to do my job. <i>(Teachers only).</i> | 87%* | _____ | 100% |

Student Climate Survey

|  | FY 2018-19 | FY 2019-2020 | FY 2020-21 |
|--|------------|--------------|------------|
| Survey:<br>Do you feel safe at school?   | _____      | _____        | 92%        |
| Survey:<br>Do you feel safe from bullying?   | _____      | _____        | 77%        |
| Survey:<br>Do you have all the materials you need to be successful at school? Materials include books, paper, pencils, chromebooks or tablets? | _____      | _____        | 97%        |
| Survey:<br>Do you feel your teacher listens to you?  | _____      | _____        | 92%        |
| Do you like REACH?   | _____      | _____        | 92%        |

## Summary

After reviewing the survey data, REACH has found that families' opinions have been inconsistent, shown in the year-to-year fluctuation. To address this need, REACH intends to dig deeper by asking clarifying questions to better understand why this is the case and meet families' needs. The data has also revealed that while many supports are being provided to students on campus, parents are not fully informed of these supports; hence parents' conclusions that more support could be offered by REACH.

The academic data captured over the past few years reveals that the students at REACH have consistently performed better at ELA over Math in both the statewide and local assessments. Students classified as 'whites' have outperformed all student groups in ELA and Math on the local assessments. There has also been a decrease in the percentage of students proficient in 2021 compared to 2020 in Math and ELA.

As it relates to significant student learner needs, REACH has found that:

1. Priority should be placed on 3th-6th grade Mathematics since there is a strong need for immediate growth in this area.
2. Students with disabilities require increased support in both Mathematics and ELA.

## Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

**Note: The five criteria categories are:**

- A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
- B. **Curriculum**
- C. **Learning and Teaching**
- D. **Assessment and Accountability**
- E. **School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

---

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and**



## Resources

### A1. Vision and Purpose Criterion

REACH Leadership STEAM Academy has a clearly stated vision and mission or purpose. The vision and purpose of the school are based on REACH's student needs and current educational research. Other areas that define this vision and mission include the ideas of equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Mission

REACH Leadership STEAM Academy is a college preparatory elementary school dedicated to bridging the socioeconomic, racial, and digital divide for underserved youth. Our dedicated and highly trained teaching staff are committed to preparing our students for success in college and equipping them to meet the demands of a global society. We are committed to developing confident, articulate leaders who will use their experiences and education to create positive changes in their own lives, within their communities, and beyond.

Central to our mission is the unwavering belief that if given the proper tools, all students can succeed in school and the most competitive colleges and universities. REACH believes that all students must be prepared for higher education and equipped with the skills and the choice to pursue it at the highest levels.

#### Vision

As a nurturing learning community, REACH cultivates and empowers global-literate students who have the knowledge, critical thinking skills, and attitudes to become influential contributors in an ever-changing global society. REACH believes in a student-centered approach to learning that encourages all students to become compassionate, innovative, and intelligent thinkers who are knowledgeable about themselves and the world around them. Development and refinement of the vision, mission, and school-wide learner outcomes are on a continuous loop of refinement and improvement. The school's administrative personnel use the charter school's mission and vision as a guidepost for potential areas of growth and development. By implementing best practices and through the ongoing disaggregation of data and continuous modifications of instructional practices based on learner needs, with the school's mission and vision at the forefront, the school ensures that it remains on the cutting edge of 21st

Century teaching and learning in the most effective environment for student social, emotional and academic growth and development.

REACH has established a comprehensive and continuous plan for collecting, analyzing, and reporting student achievement data. Our highly trained teaching staff participate in ongoing professional development designed to equip them with the ability to use data to drive student achievement effectively. Teachers develop the skills needed to individualize instruction to meet the unique needs of each learner.

Student progress towards skill mastery is documented three times annually in standard-based report cards. In-person parent-teacher conferences are held twice per school year, at least once via the phone, and more often on an as-needed basis. Teachers share students' academic, social-emotional, and physical progress with parents. REACH students are also expected to participate in conferences to reinforce their participation in the learning process.

At the beginning of each school year, students are assessed using multiple measures to establish baseline data for mathematics and English Language Arts. Teachers meet to analyze all state testing results of returning students and meet bi-weekly to review student scores and progress. During collaboration meetings, teachers determine which students require more aggressive support, acceleration, remediation, or a Student Success Team (SST) plan.

Smarter Balanced assessments are analyzed once results are received from the state. Upon receiving state test results, teachers collectively review student performance to strategize for short and long-range curricular planning –during which teachers analyze school-wide trends and discuss possible solutions to gaps in student achievement.

In addition to formal assessments, teachers use classroom-based observations and teacher and school-generated common assessments as part of the grading process and to conduct an ongoing review of the attainment of all subject state standards. Standards-based report cards are tied to daily classroom performance toward achieving state standards and include social behavior comments and attendance data.

REACH produces and provides the Annual Report Update to its authorizing school board and any community members who request a copy. This Annual Report includes, but is not limited to:

- Summary data showing student progress toward the goals and outcomes listed above-- this data is displayed on both a charter school-wide basis and

disaggregated by reportable subgroups to the extent feasible without compromising student confidentiality

- A summary of major decisions and policies set forth by the charter school Board of Directors
- Data on the parent involvement in the school's governance (and other facets of the school) and summary data from a yearly parent satisfaction survey
- Data regarding the number of staff working at the school and their qualifications, including certifications and credentialing, proof of fingerprinting and background checks, and TB testing
- An overview of the school's health and safety policies and any significant changes to those policies during the year
- An overview of strategies used by the charter school to strive to achieve a racially and ethnically diverse student population that is similar to the local district
- An overview of the School's admissions practices during the year-- includes information regarding the numbers of students enrolled, students on waiting lists, and the students expelled or suspended
- Analysis of the effectiveness of the school's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Any other information regarding the educational program, the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally

We continue to review our mission and vision with all stakeholders through meeting presentations and accessibility through our website and student/parent handbooks. All stakeholders demonstrate understanding and commitment to our vision and mission through ongoing feedback found in surveys.

## Indicators

**A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District**

**LCAP:** Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence                                    |
|---|--|
| REACH has a clearly stated vision and mission.  | <u>Mission/Vision - REACH Leadership STEAM Academy</u> |
| Climate survey demonstrating REACH’s commitment to the vision, mission, and learner outcomes. | See Appendices for attachments                         |

**A2. Governance Criterion**

**The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).**

**The Governing Board**

The Role of the Board of Directors is to govern all affairs of the LEA to benefit all students and community members. The LEA’s board believes that the director’s primary responsibility is to oversee the affairs of the charter school for the ultimate benefit of the students and community. The school board agrees that the day-to-day management of REACH is the school administration’s responsibility. The school board’s role is to oversee the school’s strategic direction and leadership performance in that function.

While REACH is ultimately responsible for ensuring that the school meets its mission, the school board members possess personal and professional skills and attributes to help guide and direct the school leaders. These attributes and skills include,

- A commitment to improving access to quality education for all children regardless of race, ethnicity, or socio-economic status;

- The ability to evaluate information regarding the Program Director's educational and fiscal management of the school;
- A commitment to focusing on the academic achievement of children in the school;
- An ability to fairly and accurately assess the community's needs and represent the school to the community and others

REACH Board Members also demonstrate the willingness and ability to:

1. Accept and support decisions made under its Bylaws.
2. Give time and energy to the school.
3. Provide access to resources, both financial and in-kind, to support and strengthen the school.

### **Board Duties**

The Board of Directors maintains active and effective control of REACH, being fully responsible for its operation and fiscal affairs through exercising duties such as:

- Upholding the vision of the school;
- Overseeing the implementation of the school's charter;
- Hiring, evaluating, disciplining the executive director;
- Overseeing the creation of and approval of a year-long strategic plan for the school;
- Creating external sub-committees as needed;
- Complying with applicable laws, including the Brown Act, the Public Records Act, and policies such as Conflict of Interest;
- Approving and monitoring the budget and the school's fiscal practices, including the receipt of grants and donations;
- Providing oversight of instructional programs and materials;
- Approving personnel policies and collective bargaining;
- Approving and providing oversight of student and parent policies, including but not limited to the recruitment of staff, admissions, disciplinary procedures, including suspensions and expulsions;
- Approving and monitoring the management of school liabilities, insurances, health, safety, and risk-related materials;
- Approving charter amendments;
- Approving all major non-emergency operational contract/expenses over \$10,000 and all capital expenses over \$50,000;

- Contracting with an external auditor to complete annual financial audit according to generally accepted accounting procedures;
- Receiving, reviewing, and approving quarterly financial reports and the yearly financial audit.

### **Uniform Complaint Procedures**

Education Code (EC) Section 35186 created a procedure for filing complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained cleanly, safely, or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously if desired.

REACH has established and maintains a Uniform Complaint Procedure (UCP), distributed to parents/guardians during student enrollment as part of the student handbook. The charter school notifies its students, employees, parents or guardians, and other education partners of the Complaint Procedures process annually.

The charter school is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to the UCP. The charter school's website and employee and student handbooks contain the necessary forms and processes whereby any party can make a complaint.

Anyone making a complaint is asked to provide, in writing, the nature of the complaint to be given to the administrative secretary within 72 hours of the most recent board meeting. Once the complaint has been filed, the document goes before the REACH school board for a complete and comprehensive review. Once the matter has been thoroughly investigated, the REACH Board President will respond in writing its findings. Any actions related to said findings will be executed according to the school's charter petition, all applicable sections of the California Education Code, district and local policies, and the law.

### **Indicators**

#### **A2.1. Understanding the Role of the Governing Board and District Administration:**

The school community understands the governing authority's role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school's stakeholders understand the relationship between the governing board's decisions, expectations, and

initiatives that guide the work of the school.

**A2.3. Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>Board Trainings include Brown Act requirements, board roles and responsibilities. Board meetings are open to the public. A minimum of two board seats are reserved for currently enrolled REACH parents. Bylaws dictate how the school is governed, how school board members are elected, how board meetings are conducted including what constitutes a quorum, etc.</p>  | <ol style="list-style-type: none"> <li>1. <a href="#">Sample Agenda - REACH Agenda 02-14-2022</a></li> <li>2. <a href="#">Bylaws</a></li> </ol>  |
| <p>The charter school board and its school leaders operate under a single tenant which is to close the achievement gap for underserved youths and to prepare its student body for 21st Century learning and academic success in both college and the workforce. Both parties work together to adhere to the dictates of its charter petition and to provide high levels of transparency, accountability, and collaboration with all education partners in order to achieve its stated mission, vision and goals.</p> | <ol style="list-style-type: none"> <li>1. <a href="#">REACH Mission and Vision Statement</a></li> <li>2. <a href="#">Board member bios</a></li> </ol>  |
| <p>An annual review of its employee and parent handbook includes the uniform complaint process. The process for bringing a formal complaint is included in the student and staff handbook and posted online. Any stakeholder can make a formal complaint which is then investigated thoroughly by the charter school’s governing board. The resulting actions taken are consistent with the Education Code, the school’s charter petition and all applicable laws and sound practices.</p>                           | <ol style="list-style-type: none"> <li>1. <a href="#">Uniform Complaint Form landing page</a></li> <li>2. <a href="#">REACH Uniform Complaint Form (English)</a></li> <li>3. <a href="#">REACH Uniform Complaint Form (Spanish)</a></li> </ol> |

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

**Based on multiple sources of data, the school leadership, parent/community, and**

**staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.**

REACH assesses students on multiple measures using norm-referenced assessments, including Star Renaissance and DIBELS, as well as formative and summative classroom assessments. After assessments, grade level teams collaborate in data meetings in which student progress is analyzed overall and per standard to determine the next steps for individual, small group, and whole group instruction. These data meetings occur in a six-week data cycle after school-wide and classroom assessments have been administered. During these meetings, teachers also conduct an error analysis to determine misconceptions, which would be readdressed in reteach lessons that inform the next steps. These next steps are then implemented, and student progression toward mastery is monitored and assessed. These test results are also evaluated school-wide to implement school-wide intervention strategies and programs. By analyzing assessment data and comparing data to increase student achievement, REACH has set two schoolwide goals: 1) To increase academic achievement in ELA and Math and 2) To monitor and maintain school climate. Such purposes align with our LCAP goals, making it manageable to monitor and maintain our goals. The LEA will continue to monitor and maintain our goals.

REACH is known for high collaboration with its stakeholders and believes that it is crucial to obtain feedback and gather input from staff, families, and students. They all work toward students achieving the schoolwide learner outcomes, academic standards, and college career-readiness standards. In addition to daily feedback, requests, and surveys, parents can share their contributions through various committee meetings such as the school board, African American Parent Advisory Committee, English Learner Advisory Committee, and School Site Council. Students' feedback is also obtained through surveys, exit tickets, and daily interactions with teachers and staff.

Staff members have multiple platforms for collaboration, internal communication, and problem-solving on the REACH campus. These include but are not limited to; phone calls, text messages, emails, school communication app Slack, staff meetings, grade-level team meetings, coaching meetings, restorative circles, and interactive professional development sessions. These various structures also allow time for planning, analyzing student data, and reviewing and modifying existing systems and



procedures.

In collaboration with staff, the leadership team consistently makes informed decisions that are linked to student achievement. These conclusions emerge from many of the platforms or structures mentioned above. Some of the actions that have been taken include:

1. Shifting the 2021-22 school-wide academic focus areas based on learner outcomes
  - This year, REACH's academic focus areas are student discourse, planning for misconceptions, and allowing productive struggle.
2. Weekly lesson plan review, classroom observations, and teacher coaching meetings
  - Prioritizing these structures has allowed the leadership team at REACH to hold teachers accountable for executing the focus areas with fidelity by strategically looking for the identified components in daily lesson plans and supporting teachers in need.
3. Identified benchmark and progress monitoring systems
  - While this is an area of growth for REACH, efforts have been made to increase alignment across the school regarding consistently identifying and setting student academic benchmarks throughout the year to assist with progress monitoring towards student end-of-year goals. These include effective teacher pacing, individual student goal setting, and grade-level assessment proficiency goal setting.

## Indicators

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

**A3.3. Collective Accountability to Support Learning:** The school leadership and staff

demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.4. Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| <b>Findings</b>  | <b>Supporting Evidence</b>             |
|--|--|
| Instructional team conducts coaching meetings.                                     | <u>Sample 1:1 note taking document</u> |
| Schoolwide action plan/SPSA is driven by the analysis of student achievement data. | <u>Schoolwide Action Plan</u>          |
| Instructional team conducts lesson observations to support student learning.       | <u>Sample lesson observation form</u>  |
| Professional Development sessions for identifying focal areas.                     | <u>PD slide deck</u>                   |
| Strategic Lesson Planning.   | <u>Sample lesson plan</u>              |
| Grade team planning.   | <u>Sample note taking document</u>     |
| Incorporated identified focus areas into lesson.                                   | <u>Math lesson slide deck</u>          |

**A4. Qualified Staff and Professional Development Criterion**

**Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.**

REACH’s leadership team places constant effort into monitoring and mentoring its certified and classified staff. Although the board is the governing entity, next is the Executive Director, who the following four administrators support. The Director of Operations oversees classified staff and classified operations. The Assistant Principal works with certified staff and school oversight. In the 2017-18 academic school year, REACH joined the El Dorado Charter SELPA for its special education services, bringing in a Director of Special Education to oversee the program and staff. Lastly, an Intervention Specialist/Administrative Designee that oversees intervention staff and

Student Study Team (STT) supports. With this breakdown in administrative coverage, REACH has been able to cultivate each department to meet positive student outcomes. The Executive Director meets weekly with the leadership to discuss best practices that will support the LEA's mission and goals.

During the 2021-2022 School year, REACH has strengthened its academic team by adding a full-time instructional coach. The instructional coach and the Assistant Principal of Instruction work together to develop teachers as a whole group through professional development, as teams during team meetings, and as individual teachers. Individual coaching is differentiated based on teacher needs. New teachers or those who need more support meet with their coach weekly or biweekly, and veteran and high-performing teachers meet with their coach monthly. These groups were based on shared classroom observations, student achievement data, and length of time at REACH or as a teacher. Walkthroughs are conducted at least once a week for each classroom. Once a month, a more extended observation is undertaken, and data is recorded in TeachPoint, the online program used for teacher evaluation. Teachers are observed on student engagement, classroom management, instructional strategies, and differentiation. The specialized focus this year has been productive struggle, academic discourse, student engagement, and the use of manipulatives during math instruction. Debriefs after these observations include collaboration between the teacher and coach to determine the next steps, coach modeling of strategies, and teachers practicing the new strategy. Follow-up by coaches then occurs to ensure the success of each strategy in its implementation.

### **Staff Qualifications**

As teachers are responsible for high-quality instruction as well as achievement of REACH's educational goals and objectives, a teacher of REACH must have the following qualification:

- Bachelor's degree
- A California Multiple Subject Credential
- Demonstrated classroom and subject matter competency
- Background Clearance from FBI/DOJ
- Show proof all TB Vaccinations
- Have CLAD or BCLAD certification

Intervention Specialists qualifications:

- Bachelor's degree

The Educational Related Mental Health Services (ERMHS) Division of Special Education

requires a staff member credentialed in school social work services or counseling services, or a licensed clinician holding either an LCSW or LMFT license. REACH has both a credentialed school social worker and an LCSW on staff. The Behavior Intervention Division of Special Education requires staff members to meet the qualifications set by the Behavior Analyst Certification Board.

- A Behavior Interventionist (BI) must complete some early childhood education courses or be currently enrolled at an accredited college or university. BIs must have experience with children. Some examples of this include working with typically developing children, children with demonstrated deficits or challenging behavior, having a family member with ASD, doing volunteer work in a classroom, etc. BIs continue their education by attending training and webinars and working with a Behavior Specialist or a BCBA to stay up to date within the field of ABA.
- A Behavior Specialist (BS) must be enrolled or have completed a Master's degree in Education, Behavior Analysis, or hold a Psychology Degree from an ABAI accredited master's or doctoral program. Behavior Specialists should be in pursuit of becoming a Board Certified Behavior Analyst (BCBA) or already be certified. Training and experience will include 2000 hours of supervision in Restricted and Unrestricted settings and 2-3 years of experience working with children in a general education setting or with students with a specific disability.

The Specialized Academic Supports Division of Special Education requires a staff member to have their Education Specialist Credential from The California Commission on Teacher Credentialing. The Education Specialist Credential authorizes the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education. Both Education Specialists at REACH have obtained their Mild/Moderate Education Specialist Credential and Master's Degree in either Special Education or Education.

The Speech and Language Division of Special Education requires a staff member who has met the qualifications set by the American Speech-Language-Hearing Association. The staff member must hold a Master's degree or equivalent in speech-language pathology from an accredited educational institution.

Additionally, completion of a 300-hour supervised clinical practice with a wide variety of ages and communication disorders under the direction of an educational institution approved by the Board is required. Evidence of completion of 36 weeks of supervised

professional full-time experience or 72 weeks of professional part-time experience obtained under the supervision of a licensed speech-language pathologist is also needed. The staff member must also pass a Board-approved examination.

### **Professional Development and Learning**

Professional development is consistently happening on our campus. The administrative team at REACH values these sessions because they help prepare staff to better serve the students and meet their needs. At the beginning of the school year, all staff participate in an intense two-week training period that addresses various topics. Focus topics are covered under the some of the categories listed below:

- Health and safety
- Classroom management and discipline
- Student supports
- Instructional priorities
- Testing

As the year progresses, the administrative team conducts weekly, bi-weekly, and monthly observations across the campus to progress monitor, and gather data. This data helps the team determine success areas and identify areas that require additional focus and training. The administrative team would then meet to plan and execute monthly professional development sessions with the necessary teams (teachers, PE, nutrition, etc.) around the identified focus areas. The administrative team at REACH is constantly looking for ways to improve the program, therefore scheduling at least one professional development day per month. At the end of each school year, the team meets with grade team lead teachers to facilitate a weekend retreat focused on planning, morning, and aligning on major events and priorities for the upcoming school year. For further development, teachers are also granted a few professional development days per school year, which teachers can utilize to observe master teachers and increase their effectiveness around particular skills.

### **Counseling or Clinical CEU's or Training**

Training and CEUs have not been provided in the area of counseling yet. This is an area of growth and is currently a topic of discussion.

### **Virtual IMSE Orton-Gillingham Training**

The Education Specialists at REACH received the Comprehensive Virtual IMSE Orton-Gillingham Training during the 2021-2022 school year. Orton Gillingham instruction

is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way of teaching literacy when reading, writing, and spelling do not come easily to individuals. Orton-Gillingham is well known for treating dyslexia. OG practitioners design lessons and materials to work with students at the level they present by pacing instruction and introducing new materials to their individual strengths and weaknesses.

### **READ 180 Program**

The Education Specialists at REACH received additional training on the READ 180 program. READ 180 helps students build their fluency and comprehension skills. READ 180 is comprised of research-based instructional routines that provide various levels of support, promoting consistent, effective instruction while actively involving students in the learning process. The key to that process is enabling teachers to differentiate support and gradually decrease reading scaffolds as students become proficient.

### **Mathematics for Students with Learning Disabilities**

Additionally, the Education Specialists at REACH received math training during the 2021-2022 school year. The Education Specialists attended the Mathematics for Students with Learning Disabilities Symposium. The symposium focused on the newest research and techniques in mathematics and special education, including neurodiversity, Universal Design for Learning, and how to use mathematical instructional routines to help all students, particularly those with learning disabilities, engage in grade-level math content and discussions. The topics included using concrete, pictorial, and abstract strategies within the Universal Design for Learning in Mathematics, and how to implement instructional routines to maximize students' focus on learning to help build mathematical critical thinking habits, and provide access to mathematical practices for diverse learners.

### **Singapore Mathematics**

During the Summer of 2021, the Education Specialists at REACH took part in the Singapore Mathematics Conference. Singapore math is a highly effective teaching approach based on research of math mastery in Singapore, which consistently ranks at the top in international math testing. Some of the key features of the approach include the CPA (Concrete, Pictorial, Abstract) progression, number bonds, bar modeling, and mental math. Instead of pushing through rote memorization, students learn to think mathematically and rely on the depth of knowledge gained in previous lessons. The conference outlined the importance of using their approach when working with fractions, decimals, and percents in grades 4-6, and with geometry in grades 3-5.

### **Speech-Language Pathologist**

The Speech-Language Pathologist at REACH received training in writing quality IEPs for Speech-Language Pathologists. This training allowed the SLP to refine goal-writing skills. It reviewed the required components of speech-language IEP components. This training also covered collaboration approaches in the school setting. These approaches help to promote more effective communication skills for students identified with speech or language disorders, positively impacting school achievement.

Additionally, the SLP completed training related to Augmentative and Alternative Communication (AAC). Communication devices, systems, strategies, and tools that replace or support natural speech are known as AAC devices. SLPs most commonly use AAC tools and techniques as an aid or a bridge to better communication when a child is nonverbal or is highly unintelligible. Receiving this training allowed the SLP to understand how to assist potential students at REACH who may have particularly severe speech/language impairments.

### **Behavior Intervention Support Team**

The Behavior Intervention Support Team at REACH is continuously attending training to maintain competence within the field of ABA. The following training sessions were attended by the team to support our students while on Distance Learning and while on campus:

### **Special Education System (SES) Data Population with SEIS for CALPADS reporting**

The training covered the process for submission, resolution of errors, and certification of data for students with disabilities. The session was designed specifically for users of the SEIS electronic IEP system.

### **Reinforcement, Bribery, & Negotiation**

This training reviewed the benefits of a reinforcement schedule, how to avoid providing bribes when students are elevated, and de-escalation strategies.

### **How Staff Behaviors Maintain Student Behaviors Webinar**

Training supported staff during Distance Learning and provided strategies on how to connect with students and redirect behaviors through a virtual setting.

### **Paraprofessional Academy**

The webinar series was a virtual one-day training aimed at increasing the knowledge and skills of paraeducators. This training offered a clear understanding of individualized adaptations and educational support for students across school settings.

### **Caring for the whole student - Community & SEL**

This webinar discussed how staff can support students by building a social-emotional-centered community. In addition, it reviewed how ClassDojo integrates “Big Idea” videos that can be shared with students and families to support their emotional needs.

### **Four Foundations to Help Trauma Impacted Youth Not Just Survive, but Thrive**

This webinar discussed the four foundations of trauma-informed care that professionals have observed to have produced a better outcome for trauma-impacted youth. This webinar included actionable, pragmatic, and concrete ways to build trust, teach self-regulation skills, and support adolescents on the path to healing and conquering their trauma.

### **Abuse and Neglect of Individuals with I/DD**

This webinar reviewed the high rate of physical abuse, neglect, financial exploitation, and sexual victimization among those with intellectual and developmental disabilities (IDD). This course reviewed with staff how to recognize signs of physical, sexual, and emotional abuse, as well as neglect and financial exploitation.

### **Behavioral Challenges of Autism**

In this training, the team reviewed how individuals with autism spectrum disorders (ASD) have behavioral difficulties that interfere with their health, safety, and independence. This course addressed the difficulties and strategies for prevention and intervention.

### **Adapting ABA Processes for 2021 Trends**

This training helped the behavior team examine curriculum design, technology integration, and team collaboration in order to meet the needs of a socially-distanced student body.



### **Communication with Families and Professional Boundaries**

This course addressed how to establish healthy professional relationships with families who have loved ones undergoing ABA treatment. This training covered communication skills, approaches to interaction, and boundaries for professional relationships.

### **Data Collection, Behavior, and Decisions**

This course will provide an overview of data collection methods commonly used in ABA and how the information gained from the data is used to improve intervention efforts.

### **Decreasing Behavior**

This course provided an overview of behavior reduction strategies. Arranging the environment to discourage undesirable behavior and using differential reinforcement, extinction, Type 1 and Type 2 punishers were covered. Ethical considerations for the use of punishment were also discussed.

### **Discrete Trial Instruction**

This course included the use of chaining and shaping in discrete trial instruction. Reinforcement guidelines were reviewed, in addition to strategies to fade reinforcement in DTI. Generalization was defined and methods of facilitating generalization were discussed. Common complaints about DTI were reviewed along with strategies on how to address them.

### **Functional Assessment and Behavior Intervention Plans**

This course addressed how functional assessments are conducted and how Registered Behavior Technicians™ (RBT®) can support the process. An overview of behavior intervention planning and the role of the RBT in that process were covered. This training program is based on the RBT Task List.

### **Guidelines for Effective Documentation**

This course guided the trainee towards a thorough understanding of best practices in professional documentation. Attendees will also learn why it is important to record specific activities or events, different types of documentation, how to effectively complete documentation, and the importance of maintaining confidentiality when documenting. In this course, attendees learned guidelines for ensuring that documentation adheres to

legal, ethical, and programmatic standards. Trainees identified factors that affect the quality of documentation. Attendees learned strategies that can be used to manage documentation effectively and also investigate methods to individualize documentation systems to best gather data, and document progress related to the goals and services of the people the team supports. This course was written for direct support professionals and frontline supervisors who support people with disabilities. This training program is based on the RBT Task List.

### **Imitation and Joint Attention**

The purpose of this course was to provide an overview of imitation and joint attention and their importance in learning for individuals with autism. Strategies for assessing and teaching these important skills were addressed. This training program is based on the RBT Task List.

### **Creating a Culture of Safety**

Staff learned about the importance of collaboration when creating and maintaining a safe work environment. This training reviewed the overarching safety principles that agencies should be mindful of and introduced the safety principles and the importance of collaboration with law enforcement officers, as well as the consumer's perspective.

### **Working with Developmentally Disabled Individuals**

Trainees understand the practical effects of developmental disabilities and how the disability might “overshadow” other concerns. This webinar reviewed how to recognize the underlying causes or environmental triggers of aggression and how to communicate with and de-escalate developmentally disabled clients.

### **Communication Strategies**

Trainees learned useful communication strategies for almost all diagnostic categories. The team also learned useful communication strategies for dealing with people who exhibit specific symptoms.

### **A Safe Office Space**

This training reviewed the ability to evaluate the office in terms of aesthetics, workspace, security, and safety. The team can then identify what makes an office appear safe or unsafe to a potential predator. This training reviewed how to make simple changes to

make and keep the workspace safer.

### **De-Escalation Techniques**

This training provided a brief review of the nature of aggression and the basic principles for effective de-escalations, managing anger, and rage. This course provided training on safely de-escalating behaviors and how to continuously provide a safe environment.

### **Marty Smith Safety Training: Working with Forensic Clients**

This training reviewed how to work with your team to ensure effectiveness and safety in an academic environment. Attendees learned strategies for assessing and managing the risk of client violence and criminal behavior. The training helped with understanding how to build a safe and effective working relationship with forensic clients and how to practice practical safety tips to protect self and others when working with potentially dangerous individuals.

### **Marty Smith Safety Training: Centering**

Trainees learned about the root of self-pride, self-confidence, and the impact the quality of interactions with clients has on one's self. Trainees practiced simple techniques to help maintain greater self-control and will take away an enhanced ability to deal with crisis situations, while preserving their sense of dignity and that of their clients.

### **Marty Smith Safety Training: Personal Safety Techniques**

This webinar reviewed how to better understand confrontational context and how to practice personal safety skills, including awareness, threat assessment, and focus, time-distance-shielding, escape, cover and counter.

### **Restorative Practices**

Every summer, REACH offers professional development around restorative practices to all staff. The training incorporates a system of immediate and appropriate responses to student misbehavior, such as Restorative Discipline Practices and Positive Behavior Intervention and Support (PBIS) to effectively address and correct patterns of student misconduct.

### **Teacher Induction (CTI)**

The LEA provides teacher induction services through the Center for Teacher Innovation

with RCOE. CTI offers a fully-online, job-embedded professional teacher induction program that helps employed teachers clear a California Preliminary General Education or Education Specialist teacher credential. We combine a suite of inquiry modules and online professional development with one-to-one coaching from an experienced teaching mentor. CTI develops teacher expertise by providing research-based learning opportunities and high-quality mentoring to accelerate teacher effectiveness and student success.

### **Classified staff**

All classified staff go through a yearly intense summer training and ongoing training throughout the year. The training that takes place is tailored for each department. Each department head is responsible for conducting training for their department. The Director of Operations oversees the training to ensure all compliance aspects are included. The summer training sessions include thorough department policies and procedures, student behavior, student discipline, teamwork, leadership, collaboration, compliance, and schedules.

Additionally, all department heads go through a training with the Director of Operations that includes leadership, teamwork, policies and procedures, and compliance. All classified staff has weekly meetings with their department head, and if there is any training needed, that is when it is conducted. Additionally, all department heads meet with the Director of Operations weekly. The weekly meetings are for oversight, training, support, and development.

### **Professional Development (PD) Days**

Educators are trained in data instruction and other research-based strategies as needed to support English Language Learners. They are guided in utilizing the backward design process of curriculum construction. To ensure the highest possible outcomes for students, the REACH Leadership team has designed an extensive summer professional development schedule to equip teachers and staff with the tools necessary to achieve the Charter School's stated mission and goals. Ongoing professional development takes place on Wednesdays, an early release day used for professional development and teacher collaboration. Wednesdays are used for ongoing PBIS training, student data meetings, and Teacher Leader meetings to support grade-level teams.

### **Off-site Professional Development**

The LEA also provides ongoing professional development through external settings including conferences and workshops. The pandemic has affected the number of off-site opportunities, but the REACH administration has continued to offer its personnel virtual opportunities when available. Some of the topics offered include

1. NGSS Professional Learning Series
2. IMSE Comprehensive Orton-Gillingham Trainings
3. MTSS Network Implementation Network Meeting
4. 58th Annual California Association for the Gifted Conference
5. A Pathway to Equitable Math Instruction
6. California LEAs: Rising to the Challenge of COVID-10: Student Engagement and Attendance Strategies
7. Shifting the Focus From Summative Tests to Formative Assessment Practices - Elementary (K-5)
8. Mathematics for Students with Learning Disabilities Symposium

See the complete list of Professional Development from the last four years in the Supporting Evidence section.

### **Professional Development on Student Learning**

As a follow-up to professional development sessions, the administrative team continues observations to look for growth in teacher performance, student academic achievement, and student behavior. These outcomes can be assessed using multiple processes that are listed below:

- Compare past and present weekly quizzes, unit assessments, and standardized assessment results
- Progress monitors towards trimester and end of year goals
- Monitor the increase or decrease in behavior referrals to the discipline department
- Observe for the implementations of academic and behavioral strategies taught
- Compare the numbers of students being awarded at monthly awards assemblies
- Compare monthly teacher observation rubrics with a focus on identified areas
- Monitor the quality of weekly lesson plan
- Monitor the level of student engagement, quality of questioning throughout

- lesson and level of differentiation of daily lessons
- Obtain staff feedback on professional development sessions

Students at REACH take assessments to quantify growth over the course of the school year. Students are given the STAR Math test to quantify growth within their given grade level in the area of Mathematics. Students are also given the STAR Reading test, DIBELS test, and READ 180 test to quantify growth within their given grade level in the area of Reading. Other formal and informal assessments are given weekly within the subject content area and grade levels.

Students who have an IEP and receive Specialized Academic Instruction are also administered those tests to measure growth. According to the STAR Math test, 2nd-4th students had an average Scaled Score growth of 9.5%. According to the STAR Reading test, 2nd-4th students had an average Scaled Score growth of 11.8%. According to the STAR Math test, 5th-6th grade students who have IEPs had a combined average Math Scaled Score increase of 5.89%. According to the STAR Reading test, 5th-6th grade students with IEPs had a combined average Reading Scaled Score increase of 6.02%.

Students with Behavior Supports are reviewed on a one-to-one basis. Due to the training the behavior team received, there has been significant behavior reduction that ultimately led to a reduction of intervention minutes in IEPs. Prior to implementing interventions such as antecedent modification (environmental change, visual schedules, priming before transitions, etc.) students averaged 200 minutes of support daily. After a year of training and supervision, the team was successful in behavior reduction. By the end of the year, the average behavior minutes had reduced to 133 minutes daily.

## **Supervision and Evaluation**

Teachers and staff are observed weekly and provided with written feedback on their performance. This feedback includes clearly defined strengths, areas for growth, and quick suggestions that can be implemented immediately without coaching or training. Additionally, one-on-one meetings are scheduled to discuss the feedback, and staff are given the opportunity to share their reflections. As part of the meeting agenda, REACH staff members participate in practice opportunities around their identified focus area of improvement. This process happens consistently throughout the year and leads to the end of year evaluation. Staff members are then observed at the end of the year and allowed to demonstrate that they are meeting the expectations of their role by

incorporating all the feedback and coaching that have been given throughout the year. This end-of-year evaluation is conducted using a rubric that is familiar to staff, and feedback is consistent with the process that has been happening year-round.

Supervision and evaluations within the Student Support Services Department is an ongoing process within the team. Supervisory overlaps and observations frequently occur within the month. One to two times a month, the team comes together to discuss glows and grows within the team. At the end of the year, the Director of Student Support Services provides a self-evaluation to reflect on personal growth and achievements over the last academic year. Once completed, the evaluations are reviewed and discussed one-to-one to complete an annual review.

### **Communication and Understanding of School Policies and Procedures**

The school implements a clear system to communicate written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships between leadership and staff. The REACH Staff Handbook details employment policies and procedures, code of conduct, claims procedures, and discipline policies. All departments have their own policies and procedures that are updated anytime there is a change. Any policy change has to be approved by the Executive Director. Every quarter the Director of Operations reviews all policies to ensure they are up to date. Additionally, the Director of Operations has monthly audits to ensure all staff adheres to policies and procedures.

Every year the staff handbook is updated and reviewed by the Director of Operations, Executive Director, and REACH attorneys. At the beginning of each school year, all staff members receive an updated handbook. All new hires receive a handbook. Any amendments made to the handbook are given out with any signature required. Acknowledgment of receipt is required by all staff.

Furthermore, all departments have their own detailed policies and procedures. Anytime there is a change in policy or procedure staff are required to update them. The Director of Operations oversees the policies and procedures and ensures all staff adhere to them. In addition, the Director of Operations conducts weekly office meetings. The purpose of these meetings is to update on important issues, communicate any changes, go over what is working and what is not working, and conduct necessary training. Additionally, the

meetings are meant to take a temperate check and add support where needed.

The Special Education Department is trained to follow all REACH policies and procedures in addition to the SELPA and the California Department of Education (CDE) policies. The following timelines are communicated, discussed, and followed in the special education department which adhere to CDE, SELPA, and REACH guidelines.

**IEP TIMELINES**

| <b>ACTIONS</b>                                     | <b>TIMELINE</b>  | <b>TIMELINE TRIGGERED BY</b>                            |
|--|--|---|
| Parents receive copies of student records          | 5 school days  | Oral or written request by a parent*                    |
| Proposal of Assessment Plan                        | 15 calendar days **  | Date of Referral*                                       |
| Initial IEP meeting                                | 60 calendar days   | Receipt of parent consent to assessment                 |
| Annual IEP Team meeting                            | 12 months (365 days)                                       | Date of last annual IEP review                          |
| Interim IEP  | 30 days **   | First day of instruction                                |
| Triennial IEP meeting                              | 3 years  | Date of last initial or triennial review                |
| Parent Request for IEP for Child with existing IEP | 30 days **   | Receipt of a written request                            |
| Notice of Meeting                                  | Early enough to ensure opportunities to attend the meeting |   |
| Individual Transition Plan                         | In IEP when the student turns 16                           |   |
| Manifestation Review                               | 10 school days   | Tenth day of suspension within the current school year. |



\* To refer student for Special Education services, access digital referral form at [https://reachroyals.org/departments/special\\_education](https://reachroyals.org/departments/special_education)

\*\* Not counting calendar days between regular school session or days of school vacation in excess of five school days

**Indicators**

**A4.1. Qualifications and Preparation of Staff:** The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.2. Professional Development and Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Measurable Effect of Professional Development on Student Learning:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.</p> | <ol style="list-style-type: none"> <li>1. <a href="#">REACH Departments-2021-22</a></li> <li>2. <a href="#">REACH Administration Bio</a></li> <li>3. <a href="#">Job Descriptions</a></li> <li>4. <a href="#">Department Deliverables</a></li> </ol> |

|  |  |
|--|--|
| <p>The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.</p> | <ol style="list-style-type: none"> <li>1. Summer Professional Development schedules             <ol style="list-style-type: none"> <li>a. <u>2019-20</u></li> <li>b. <u>2020-21</u></li> <li>c. <u>2021-22</u></li> </ol> </li> <li>2. <u>Professional Development List</u></li> </ol> |
| <p>The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>    | <ol style="list-style-type: none"> <li>1. <u>REACH Employee Handbook 2021/2022-Board Approved Final Copy</u></li> </ol>  |

**A5. Resources Criterion**

**The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.**

The LEA’s annual budget is developed using revenue assumptions from the state and school estimates for ADA. Expenses are typically similar to prior years and are adjusted to meet the anticipated needs of the charter school as appropriate. REACH’s executive director and the back office work closely to ensure an accurate estimate for the year. Forecast revisions are presented at each monthly board meeting to incorporate changing needs and revenue projections throughout the school year. An independent firm completes an annual audit according to generally accepted accounting practices. REACH is an independent, directly funded Charter School. The resource allocations decisions are made around LCAP and schoolwide action plans that support the schoolwide learner outcomes. The LEA prioritizes acquiring and maintaining adequate materials and equipment for staff and students and allocating resources to hire professional and qualified staff members for all programs.

**Annual Independent Audit**

Each year, an independent audit is conducted by an accountant certified by the State of California with knowledge of public school budgets and accounting procedures. This audit is conducted according to generally accepted accounting practices (GAAP) and the

Charter School K-12 Audit Guide regulations to verify the school's financial statements, attendance, enrollment accounting principles and review the school's internal controls. On a daily basis, a system of internal controls is adhered to and maintained by the school's Executive Director with the assistance of its Director of Operations and REACH's back-office services provider.

To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars. The charter school's plan for providing information is to gather, prepare, and organize documents, materials, and other information requested by the independent auditor. Fiscal statements audited by the independent auditor are submitted to the charter school's authorizer within three (3) months following the close of the fiscal year. The school's administrative team reviews any audit exceptions or deficiencies and reports to the charter school Board with recommendations and timetables on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the charter school's authorizer, in this case, Riverside Unified School District.

REACH agrees to resolve outstanding issues from the audit before the completion of the auditor's final report. The audit is then completed and submitted to the charter school's authorizer, the California Department of Education, and the State Board of Education by December 15th following each school year. The charter school then provides interim financial data to its authorizer to fulfill its obligation to the county and state. To date, there have been no audit findings for the charter school.

### **Audit Exceptions & Deficiencies To Be Resolved**

REACH will resolve audit exceptions and deficiencies in conference with the auditing agency prior to the completion of the auditor's final report. The charter school board president will participate in the audit process along with the Executive Director. The designated fiscal officers are the Executive Director and the Director of Operations, assisted by the charter school's back office/financial services provider. Audit exceptions and deficiencies in the final report will be resolved in a manner and timeline acceptable to its authorizer. REACH will utilize attendance accounting procedures that will satisfy requirements for all applicable agencies, including its local school district, the county office of education, and the California Department of Education.

### **Fiscal Policies**

The REACH Board of Directors monitors all fiscal operations, including budget and oversight. The charter school has developed and maintains basic check requests and

purchase order forms to document the authorization of all non-payroll expenditures. The following requirements are followed with regard to purchase orders:

- a. The REACH Board President must approve all purchase orders for an amount equal to or exceeding \$10,000.
- b. The Executive Director must approve all purchase orders for less than \$10,000 after prior review of the proposed expenditure to determine whether it is consistent with the adopted budget.
- c. All transactions are posted on an electronic general ledger. The transactions are posted on the ledger by an on-site or contracted bookkeeper.

### **Reports to District**

REACH submits the following reports to its authorizer annually according to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Classification Report - monthly the Monday after the close of the last day of the school month
- Statistical Report - monthly the Friday after the last day of the school month.
- P1 - first week of January
- P2 - first week of April
- First 20 days of instructional actual enrollment by grade level - October (for new charter schools, only)
- Other financial information needed by RUSD to assess the fiscal condition of the Charter School

REACH has used resources to upgrade some elements of the facility which include installing a new 4080 SF for the SPED (Special Education) wing, 8ft fencing, and two playgrounds structures. The new SPED wing buildings have been fully inspected by the City of Riverside building & safety inspector. Alongside the SPED wing is an 8ft tall 1in diameter chain link fence, which provides extra protection for our students. Also, the recently installed play structures were fully inspected by the building and safety inspector and a 3rd party safety inspector. Thus, REACH is confident that our construction is fully

compliant with all safety and construction regulations. In addition, according to the California School Board Dashboard website, REACH has had zero “Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including “Deficiencies And Extreme Deficiencies”). Every year, we fill out and submit our FIIT Report. The report is filed using our yearly, monthly, and weekly inspections.

**Indicators**

**A5.1. Resource Allocation Decisions:** The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.2. Practices:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.3. Facilities Conducive to Learning:** The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

**A5.4. Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.5. Resources for Personnel:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence   |
|---|---|
| <p>The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness</p> | <ol style="list-style-type: none"> <li>1. <u>Mission and Vision Statement</u></li> <li>2. <u>Local Control and Accountability Plan 2022-22</u></li> <li>3. <u>Quality, Currency, Availability of</u></li> </ol> |

|   |   |
|---|---|
| standards.  | <u>Textbooks and Other Instructional Materials (School Year 2021-22) (SARC)</u> |
| The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes). | 1. <u>School Facility Conditions and Planned Improvements section (SARC)</u>    |

**A6. Resources Criterion [Charter Schools only]**

**The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).**

**Financial Accountability**

The REACH Board of Directors monitors all fiscal operations, including budget and oversight. The Charter School has developed and maintains basic check requests and purchase order forms to document the authorization of all non-payroll expenditures. The requirements below are followed with regard to purchase orders:

- a. The REACH Board Treasurer must approve all purchase orders for an amount equal to or exceeding \$10,000 based upon whether it is consistent with the adopted budget and authorize the Executive Director and Board Treasurer to sign the check request form.
- b. The Executive Director must grant approval of all purchase orders for an amount less than \$10,000 after prior review of the proposed expenditure to determine whether it is consistent with the adopted budget.
- c. All transactions are posted on an electronic general ledger. The transactions are posted on the ledger by an on-site or contracted bookkeeper.

REACH produces and provides the charter school's annual report update to its

authorizer and any community members who request a copy. This annual report will accompany the annual SARC and includes the following:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both a charter school-wide basis and disaggregated by reportable subgroups to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies set forth by the REACH Leadership Academy Board of Directors.
- Data on the parent involvement in the school's governance (and other facets of the school) and summary data from a yearly parent satisfaction survey.
- An overview of the school's health and safety policies and any major changes to those policies during the year.
- An overview of strategies used by REACH to strive to achieve a racially and ethnically diverse student population that is similar to the local district.
- An overview of the charter school's admissions practices during the year. This includes information regarding the numbers of students enrolled, students on waiting lists, and the students expelled and/or suspended.
- Analysis of the effectiveness of the school's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

### **Teacher and Staff Compensation and Benefits**

The Executive Director and Principal, in consultation with the charter school's board of directors, has developed a salary schedule for the school. This schedule is created in accordance with the fiscal constraints of the operating budget, and beginning the next fiscal year, does reflect a traditional "step and ladder" salary scale for teachers. REACH has created a salary range for each position and each employee is hired within the parameters of that salary range, based on experience, demand, and negotiation.

REACH strives to make compensation and benefits attractive and competitive with local professional elementary school teaching opportunities. Based on the current budget projections, the average teacher salary tracks surrounding school districts' pay scales, with some teachers earning over the average and some earning slightly below. It is not the intent of the charter school to match the current average teacher salary annually of

surrounding, larger school districts, as the charter school is aware that larger school districts possess many teachers at the higher end of the salary schedule, therefore raising the district’s average.

Along with our competitive salary and benefits, REACH believes that its school culture of teacher inclusion in decision making, a positive high morale environment, active parental involvement, and small school atmosphere are factors that lead to the recruitment and retention of highly qualified and excellent teachers.

The salary of the Executive Director is set by the REACH Board of Directors.

**Indicators**

**A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

**A6.2. Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.3. Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.4. Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.5. Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

**A6.6. Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.7. Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings   | Supporting Evidence          |
|--|------------------------------|
| The school regularly involves stakeholders in the review | 1. <u>Standing Financial</u> |



|  |   |
|--|---|
| <p>of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.</p> | <p><u>Presentation by Edtec (Sample Minutes 03-22-2021)</u></p> <p>2. <u>Edtec Financial Presentaiton sample (Meeting Minutes 09-28-2020)</u></p> <p>3. <u>School Site Council Minutes 05-13-2021 (LCAP presentation)</u></p> <p>4. <u>LCAP Budget Survey 2021 (Distributed to parents)</u></p> |
| <p>The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.</p>   | <p>1. <u>Edtec (Back Office supports)</u></p>   |
| <p>The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.</p>   | <p>1. <u>Board material archive landing page</u></p>  |
| <p>The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.</p>  | <p>1. <u>Edtec Financial Presentaiton sample (Meeting Agenda 03-28-2022)</u></p>  |

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.\*

**Areas of Strength**

1. REACH’s leadership team places constant effort into monitoring and mentoring its certified and classified staff.
2. The school implements a clear system to communicate written policies, procedures, and handbooks that define responsibilities, operational practices,

- decision-making processes, and relationships between leadership and staff
3. Teachers and staff are observed weekly and provided with written feedback on their performance.
  4. The LEA also provides ongoing professional development through external settings including conferences and workshops.
  5. REACH's school culture of teacher inclusion in decision making, a positive high morale environment, and active parental involvement.

## Areas of Growth

1. The school leadership and staff are involved in the resource allocation decisions.
1. **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
2. **List any additional identified student learner needs that resulted from the Focus Group analyses.**
3. **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - o **Identify important next steps within the schoolwide action plan/SPSA.**

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\*The summary information will be used for Tasks 4 and 5.

### **Category B: Curriculum**

#### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

At REACH, the instructional team in collaboration with the teachers have been very intentional about curriculum selection. To prepare students to be successful in college

and beyond, the team considers a wide variety of factors when selecting the curriculum. These factors include skills that students should master that are congruent with the California Common Core State Standards, college, and career readiness indicators, as well as identified learner outcomes.

Some of these factors include:

- the ability to reason and explain
- using models and tools consistently and effectively
- displaying evidence of structure
- demonstrating independence and building strong content knowledge
- the ability to comprehend as well as critique
- valuing evidence

Below outlines the curriculum utilized by REACH in each subject area and a brief description of how their implementation, integration, and impact on student outcomes.

### *English Language Arts*

REACH has implemented Pearson Reading Street since it's founding in 2012. The LEA followed Pearson in their transition to Savvas, My Perspectives ELA and My View Literacy as the move represents a new tradition of innovation that includes new digital technologies, diverse classrooms, broad social trends, and new research-based teaching and learning practices that are transforming education. Savvas Curriculum consists of integrated literacy grounded in the science of learning, and inspires creativity to teach from your heart and be yourself. At the same time, it empowers REACH students to learn from the world around them through relatable, relevant literature selections.

### *Mathematics*

Dimensions Singapore Math provides a deep elementary math foundation. This is a refined, comprehensive series that meets the needs of today's students and educators. Textbook lessons build on prior knowledge and develop concepts in an approachable way. The program stimulates interest in new concepts through a hands-on activity or problem, before presenting definitions and fully explaining new concepts. It engages students through the consistent use of manipulatives to assist with deepening their conceptual understanding, as well as visual representations to problem solve. Students are challenged to prove their thinking in both oral and written responses and provide peer feedback on responses to academic prompts. Singapore Math allows students to be creative and expressive with the solving strategies and teachers implement thoughtfully

guided student inquiry and application of analytical skills.

### *Writing*

Step Up to Writing is compatible with any core curriculum and supports writing instruction across all content areas. This solution's multisensory, explicit, and systematic approach to teaching writing is designed to provide clear strategies, methods, and support for increased student success. REACH consults writing coach, Eboni Freeman, who began as a trainer for Step Up to Writing and has moved on as an independent educational consultant. Working with this consultant has allowed REACH to customize the curriculum to further develop REACH scholars' writing skills based on previous performance and long-term goals.

### *Science*

Amplify Science integrates hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, and write in a manner consistent with professional scientists and engineers. With the integration of technology and digital media, Amplify Science remains relevant and is able to further meet the needs and interests of all students. Amplify Science does a great job at integrating English Language Arts through the strong presence of scientific vocabulary and a wide variety of written response exercises and activities.

### *Social Studies*

Studies Weekly's student-friendly periodicals and online learning platform are aligned with state standards and frameworks. REACH purchased this curriculum during COVID to prevent hard copies from being shared between students because they would have individual periodicals and online access. Unfortunately, stakeholders have found that this curriculum does not best represent REACH's demographics. The instructional team is currently in the process of vetting a new curriculum that provides more culturally relevant instruction and multiple perspectives.

REACH's instructional team devotes time to collaboration around reviewing current research before selecting a curriculum to ensure that scholars have access to the most relevant and beneficial instruction available. REACH administrators work alongside the instructional team to conduct data analysis of benchmark assessments and compare standards taught to student mastery. Specific remediation through small group instruction is implemented to close the gap for any students whose scores demonstrate a lack of mastery in previously taught content standards. REACH engages with local colleges such as The University of California Riverside for various purposes, such as learning about the effectiveness of the school's instructional program to identify strengths

and areas for improvement and obtain any relevant resources that will strengthen the program.

**Indicators**

**B1.1. Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.2. Academic and College- and Career-Readiness Standards:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.3. Congruence with Student Learner Outcomes and Standards:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.4. Integration Among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.5. Community Resources and Articulation and Follow-up Studies:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence |
|---|---------------------|
| Independent Student Oral Presentation.                    | <u>Slide Deck</u>   |
| California Common Core State Standards - Mathematics      | <u>Standards</u>    |
| California Common Core State Standards - ELA and Literacy | <u>Standards</u>    |
| REACH offers rigorous instruction.                        | <u>Lesson Plan</u>  |

**B2. Equity and Access to Curriculum Criterion**

As a school, REACH is in compliance with the Williams Act, Senate Bill (SB) 6, SB 550,

Assembly Bill (AB) 1550, AB 2727, AB 300. All students have 1:1 access to instructional and curricular materials and licenses to all supplementary materials. During distance learning, students were provided 1:1 access to Chromebooks, and hot spots were also made available on an as-needed basis to ensure that all students had access to instruction. Upon the return to full-time in-person instruction in the 2021-2022 school year, grades 2-6 continue to have access to Chromebooks on a 1:1 basis, and K-1 have returned to mainly hands-on learning and technology access during center times.

All students have equal access to the school's entire program, are provided assistance with a personal learning plan as needed to meet the requirements, and are prepared for the pursuit of their academic, personal, and career goals.

Through various scaffolds, interventions, and small group instruction, the instructional staff ensures that all students have equitable access to the curriculum. REACH's Tiers of support delineated in the REACH MTSS model provide a myriad of supports to meet the needs of all learners. Depending on the need, REACH may provide students with specific individualized support as determined by a student success team, Section 504 plan, or Individualized Education Plan meeting. When students are receiving support at upper-level Tier 2 or Tier 3, a team of professionals works with parents to closely monitor student progress and ensure that they have equitable access to curriculum, opportunities for repetition or remediation as needed, and multisensory instructional strategies provided in a small group setting.

Instruction includes student-led projects that integrate real-life experiences. Every Wednesday, classes participate in WAM (Writing About Math), which involves students working in small groups, using various materials and strategies to solve real-world math problems that involve multiple steps. Upon finding various avenues to the solution, students are responsible for writing to explain the steps they used, their thinking, and how they double-checked their solution's accuracy. Savvas English Language Arts includes a project-based assessment for each unit that involves synthesizing core concepts and standards throughout the unit. Scholars work in small groups or individually to express their learning meaningfully, linking the unit's themes to their real-life experiences. On Wacky Wednesdays, REACH scholars engage in engineering projects to address real-world problems or situations in exciting and relevant ways. Students are given a problem to solve, limited materials, and guidelines for planning and creating a prototype. Prototypes are tested and redesigned before retesting. Classes participate in reflections about which features of different prototypes are most beneficial and explain why they might have been so effective. Each year since 2016, fourth through sixth graders conduct independent science fair projects with guidance from the science teacher team. Students learn the steps of both the scientific method and engineering

design process, follow their own line of inquiry based on their own ideas and wonderings as clearly explained in the Next Generation Science Standards. Scholars research existing answers within their line of inquiry, derive a hypothesis they can test, or create a prototype to test in an effort to gather new information. REACH sends six students to the Riverside County Science and Engineering Fair to compete in regional competitions and REACH students regularly receive awards at that level, with a being invited on to further competition.

**Indicators**

**B2.1. Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students. *N/A*

**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

**B2.3. Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals. *N/A*

**B2.4. Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. *N/A*

**B2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence  |
|---|--|
| Students participate in real world problem solving.                               | <ul style="list-style-type: none"> <li>■ ELA Project Based Ru...</li> <li>■ Science Fair Rubric - ...</li> </ul> |
| Students have equitable access to curriculum via Multi-Tiered System of Supports. | <ul style="list-style-type: none"> <li>■ REACH MTSS Triangl...</li> <li>■ REACH 20201MTSS I...</li> </ul>        |

**ACS WASC Category B. Curriculum  
Summary, Strengths, and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in

## Category B.\*

**Areas of Strength**

1. The English Language Arts curriculum integrates a wide variety of meaningful scaffolds to provide equitable access and support for all learners. Outcomes have been consistently positive since REACH began working with Pearson and their transition to Savvas.
2. Intervention programs have improved outcomes for struggling students, even during distance learning in 2020-2021.
3. Grade level teams are aligned in writing instruction and employ consistently objective use of rubrics.
4. Teachers consistently implement WAM (Writing About Math) Wednesdays from grades 2-6. Students are engaged in small group problem solving using various strategies, opportunities to express their solutions verbally, and exposure to ideas from peers.

**Areas of Growth**

1. Finding social studies curriculum that reflects the diversity of the REACH student population
2. Consistent and more frequent implementation of project-based learning related to solving real-world problems.
3. Increase the consistency of grade levels implementing project-based assessments in place of curriculum-based ELA weekly tests on alternating weeks.
4. Teams will review student work together to better align on reteaching strategies and plan for future lessons.

**Category C: Learning and Teaching****C1. Student Engagement in Challenging and Relevant Learning Criterion**

To achieve schoolwide learner outcomes, academic standards, and college- and career-readiness standards, REACH involves all students in challenging and relevant learning experiences in an equity-centered learning environment.

At REACH, one main priority is to ensure that all students are exposed to and involved in challenging and relevant learning experiences. The team continuously strives to make these learning experiences beneficial to all students by ensuring that the required



educational resources are accessible to all and at an adequate level of rigor that aligns with each student's academic level.

The academic team conducts classroom observations and teacher coaching meetings and provides lesson plan feedback every week to measure success. During observations, REACH uses an observation rubric to obtain data on various aspects of the learning and teaching environment, such as lesson execution, student engagement, instructional practices, and differentiation. The team also examines student performance on content-specific practice questions, peer-to-peer discussions, and daily exit tickets to determine student mastery of the objective.

During coaching meetings with teachers, student work samples are reviewed to identify trends and gaps. The instructional coaches collaborate with teachers to align on the next steps after each observation. These steps usually involve best practices that the teacher should continue. They also include highlighting specific teacher actions that can push mastery of the objective, such as

- in-the-moment feedback to students,
- effective questioning,
- increased use of manipulatives,
- consistent availability of academic resources,
- and effective implementation of targeted engagement strategies.

Below are some samples of the different components of the lesson observation rubric used by the instructional team and student work samples (presentation, group work, individual work, projects, etc.)

Figure 1.1 - Kindergarten Teacher: Engagement Rubric

**Strategies Used to Ensure Engagement**

What is the teacher doing to ensure that all students are engaged in meaningful learning activities?

- Noticing and Reacting when Students are not Engaged
- Equitable Distribution of Questions and Responses, i.e. use of cold calling
- Proactive Student Grouping
- Using Proximity
- Effectively Addressing Problem Behaviors
- Appropriate Pacing
- Joy Factor
- Relationship Building/Knowledge of Students
- WBTS
- Urgency/Timing
- Lesson Planned and Structured to Support Student Learning
- Student to Student Discourse
- Other

Figure 1.2 - Second Grade Teacher; Instructional Practices Rubric

**Instructional Practices Used to Help Students Interact with Content**

- Productive Struggle
- Strategic Questioning
- Evidence of DOK Level 3 or 4 Questioning
- Use of Manipulatives and Tactile Learning
- Cooperative Learning
- Effective Sequencing of Lesson
- Activating Background Knowledge
- Technology Integration
- Common Misconceptions Addressed
- Use of Academic Language
- Use of Socratic Method
- Providing Feedback
- College Talk and/or Writing
- Use of Prompts and Cues to Scaffold Learning
- Inquiry, Role-Playing, and Experiential Learning Activities
- Differentiation to Meet Student Needs
- Practice
- Think Alouds
- Pedagogy and Activities are Rigorous and Standards Aligned

Figure 1.3 - Fourth Grade Teacher; Differentiation Rubric

| <b>Differentiated Instruction</b>   |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Evidence of differentiated instruction for students below benchmark performance level |
| <input type="checkbox"/>            | Evidence of differentiated instruction for students above benchmark performance level |
| <input checked="" type="checkbox"/> | Ties to focus skill of the day  |
| <input type="checkbox"/>            | Aligns with Common Core Performance Expectations (PE's)                               |
| <input type="checkbox"/>            | Considers instructional level of individual learners                                  |
| <input type="checkbox"/>            | Lacking evidence of differentiated instruction  |

**Indicators**

**C1.1. Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.2. Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| <b>Findings</b>                               | <b>Supporting Evidence</b>     |
|---|--------------------------------|
| Student Work Samples / Presentations / Career | <u>Samples</u>                 |
| Student write or read posted objectives daily | <u>Student Objective Board</u> |

**C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

**All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.**

Teachers at REACH participate in multiple professional learning sessions throughout the

year that contribute to their teacher tool bank. To meet the needs of all students, REACH teachers are pushed and encouraged to vary almost everything they do in their classrooms. This standard is set because students do not learn at the same pace, style, or with the same resources.

To meet all learner needs in a variety of ways, teachers engage students using many engagement strategies such as cold calling, call and response, choral response, turn and talks, mirror with words, show me boards, teacher/student points, chants, and total physical response. A high focus is placed on small group instruction in their classroom, where students are grouped by ability level. This focus allows teachers to differentiate their instruction, engagement strategies, resources, and manipulatives to cater to the specific needs of each group. With this, the goal is to meet the lower performing students where they are at and work towards closing their gaps to ultimately bring them up to grade-level performance. With the advanced scholars and those performing at or above grade level, teachers consistently provide academic challenges for these students by working on more complex content that requires a great level of critical thinking, problem-solving, and application to the real world. Students are challenged through daily productive struggles and follow a strategic lesson framework in math; think, learn, then do.

Technology plays a critical role when it comes to differentiation at REACH. Within their small groups, students are exposed to a wide variety of online academic programs in mathematics and ELA geared towards their individualized learning goals. These include Lexia, MobyMax, Smarty Ants, IXL, Read 180, and Khan Academy. Students engage with these programs daily on a rotation schedule while teachers simultaneously meet with small groups of students to work on missing skills at their level. Teachers at REACH utilize platforms that capture and keep student attention to further engage students, such as Google Classroom, Kahoots, Quizzes, Nearpod, Blooket, and Pear Deck.

Students are continuously challenged to demonstrate their understanding of the content in many ways. These include group work, visual and oral presentations, songs, writing, debates, group discussions, etc. On the weekly, unit, and school-wide assessments and daily exit tickets, students are provided with opportunities to apply what they have learned by responding to prompts, tasks, and problems that present the need for high-order thinking. At REACH, students are exposed to various activities that help prepare them for the real world. These activities extend beyond the textbook and provide students with opportunities to show their creativity and passion and participate in activities that are of great interest to them. They include individual presentations, performances, spelling bee competitions, science fairs, Socratic seminars, Wacky

Wednesdays, room transformations, field trips, jog-a-thons, hands-on experiments, etc.

**Indicators**

**C2.1. Teachers as Facilitators of Learning:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

**C2. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| <b>Findings</b>                                      | <b>Supporting Evidence</b>               |
|--|--|
| Effective use of engagement strategies               | <u>Mirror with Words</u>                 |
| Differentiated Instruction                           | <u>Use of manipulatives / group work</u> |
| Activating critical thinking                         | <u>Experiment</u>                        |
| Students’ ability to think, reason and problem solve | <u>Peer discussion and evaluation</u>    |
| Extended learning opportunities                      | <u>Building a clover</u>                 |
| Demonstration of apply acquired knowledge            | <u>Measurement activity</u>              |
| Technology Integration                               | <u>Oral presentation</u>                 |
| Demonstrating Creativity                             | <u>Book Report</u>                       |
| Beyond the textbook                                  | <u>Layering Liquids</u>                  |
| Career Preparedness Activity                         | <u>Robotics</u>                          |
| Career Preparedness Activity                         | <u>Song / Chant creation</u>             |
| Career Preparedness Activity                         | <u>Group work</u>                        |

**ACS WASC Category C. Learning and Teaching:**

## Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

### Areas of Strength

1. Students are exposed to a wide variety of differentiation with regards to instructional content, rigor, resources, manipulatives and lesson execution. This assists with meeting the needs of all learners by also providing them with constant hand-on learning opportunities and activities that promote critical thinking.
2. Students are highly engaged during lessons and activities due to the great amount of engagement strategies utilized by teachers.
3. Extension activities facilitated by teachers allow students to demonstrate creativity and express themselves in a variety of ways.
4. Individualized learner needs are met through multiple online programs that integrate technology into the classroom and support closing the achievement gap through targeted content areas and skills.

### Areas of Growth

1. While students are engaged in career preparation activities at REACH, there is room for an increased amount of these activities campus wide.
  2. As a school, more focus can be placed on students that are performing above grade level to prevent any possible academic slide.
4. **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  5. **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  6. **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - o **Identify important next steps within the schoolwide action plan/SPSA.**

\*The summary information will be used for Tasks 4 and 5.

## **Category D: Assessment and Accountability Ashley**

### **D1. Reporting and Accountability Process Criterion**

**The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.**

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. REACH collects data throughout the year in tests ranging from school wide, norm referenced assessments to curriculum-based classroom assessments to exit tickets. Four times a year, REACH students take the STAR Renaissance Assessment, a computer adaptive test that collects data on learner needs. In Kindergarten, scholars take the Early Literacy assessment, which monitors their development in early Math and Literacy skills. Scholars in grade 1-6 take the Star Reading and Star Math assessment, which provide teacher detailed information on students' progress toward mastery of the state standards. This data is also normed references with students across the state, in order to compare student achievement and growth to ensure they are on track to meeting grade level benchmarks by the end of the year. REACH also employs the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year to gauge students' reading progress. Being a one-on-one running record, this test allows teachers to gather vital data about students' reading habits, such as speed, errors and fluency.

Grade level teams also give common assessments weekly. These tests in ELA, Science and Math are usually the curriculum embedded assessments, sometimes modified to target particular skills and standards, as decided upon by the grade level teams. These assessments are given weekly, and along with exit tickets, which are daily short quizzes based on that day's learning objective, allow teachers to consistently monitor student progress toward grade level standards.

After each STAR and DIBELS assessment window, instructional teams made up of

teachers and interventionists, meet with the instructional team in order to analyze student performance and growth. In these meetings, teams look at their overall students performance and growth, group students based on proficiency level in order to plan targeted instruction that is both personalized and meaningful. Teams also identify focus standards based on the areas of need in the data, and analyze what students need to show mastery of the standard and what gaps in teaching or knowledge were present. Using this data, instructional teams will work together to create plans for whole group and small groups instruction. Teams were also asked to create focus groups of students who performed similarly on the assessment, and create an action plan based on their data to accelerate student's growth who are not yet performing on grade level or to provide enrichment to students who are on or above the benchmark for their grade level. As a result of this analysis, teachers offer differentiated instruction, small group instruction, tutoring, and various differentiated center activities to target all learner needs.

This data is reported to students through one on one data talks, some teachers asking students to graph their progress and set goals for the next test. Parent conferences are held twice a year, to communicate student progress. STAR Renaissance also provides reports for the parents which are sent home with report cards every trimester, so parents are aware of student progress on this norm referenced assessment. As with all state tests, parents are also made aware of student performance on State standardized tests, like SBAC and ELPAC. School wide data is also presented to parent committees, like the School Site Council and during meetings of the School Board.

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Since REACH's main assessments of students progress, the Star Renaissance and DIBELS are empirically researched and norm referenced, it allows us to monitor student progress on a clear and consistent scale, ensuring consistency across the school. Weekly assessments are given through the curriculum which also provides grade level teams with rubrics or scoring criteria in order to ensure equity in the grading process. For writing, in which students are assessed at the end of a six week cycle focusing on one genre, a common rubric is used throughout all grade levels and monitored by a member of the instructional team to ensure grade level alignment on the scoring of writing assessments.

Through data cycles, teams select common assessments to administer and analyze, which leads to collaboration around common grading practices. Via these data conversations, teams align on how the assessments are graded and how student



understanding and learning is assessed. In addition, grade level teams collaborate on grading, not only which assessments are graded and tied to each standard but how proficiency on each assignment is measured.

REACH has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards. In order to monitor progress toward grade level master, REACH collects and compares data throughout the year on the multiple assessments described above. Since the norm-referenced DIBELS and Star Renaissance are given four times a year, they are designed to compare and monitor student progression through levels. Since this data is normed references with students across the state, student achievement and growth are compared to others across the state to ensure they are on track to meeting grade level benchmarks by the end of the year. Teachers use this data to monitor which whole group and small group instruction is impacting student achievement and which strategies need to be modified. This may include placing students in different small groups or modifying the differentiation of center activities.

Furthermore, student growth, or lack of growth, as evidenced by this data becomes a main reference point for the SST referral process. When a lack of desired growth is observed, teachers begin to implement three specific, data based tier 2 interventions that are then reported to the student success team, as a piece of evidence for determining future interventions. Based on in-classroom observations and teacher gathered progress monitoring data, the student success team, which including parents, teachers and other relevant staff, will modify the strategies, frequency or intensity of interventions. Student success in these interventions are frequently progress monitored by the interventionist or staff implementing the intervention, and data is reported to all stakeholders rimesterly. This data may prove that continuation of a success intervention is needed, while it may also prove that a modification is needed. This cycle is continuous as the student progresses toward grade level expectations.

In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. All teachers, especially team leads, are involved in the monitoring and assessing of the REACH program. Teams meet often and provide feedback on the programs and curriculum here at REACH and many changes are made due to their feedback, which is rooted in classroom- based

qualitative and quantitative data. For example, when a teacher finds a technology program that would benefit instruction, they are able to submit it for consideration for purchasing. This also works when teachers observe that a program is not impacting student learning in the desired way, they are able to advocate for it not to be continued or replaced. An example of this is the switch from Mystery Science to Amplify in 2020, where teachers voiced that they were having to supplement the curriculum in order to teach all standards, so the switch was made to Amplify in order to be more standards aligned. In addition, many teachers have observed that the Social Studies curriculum is also not as standards aligned as they prefer and does not meet REACH goals of diversity and equity. Because of this, and program reflection, REACH is working on adopting a new Social Studies curriculum in upcoming years. Furthermore, the LEA assesses the program based on STAR Renaissance and DIBELS, such as the adoption of Read 180 and Orton Gillingham for intervention. Program analysis is also the reason for establishing a differentiated learning academy block and data analysis time.

REACH uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Based on the data collected from summative assessments, the school provides each learner with the individual instruction they need. On a classroom level, teachers offer differentiated instruction, small group instruction, tutoring, and various differentiated center activities to target all learner needs. Furthermore, the master schedule includes a Learning Academy block in all grade levels, in which teachers provide students instruction on their level. Historically, learners have moved classrooms to be grouped with peers of similar needs, and REACH is looking forward to returning to the model post-COVID. Also, on a classroom level, teachers choose common assessments to analyze as a grade level team, and then plan reteaching lessons based on student misconceptions observed during that analysis. Teachers also administer their own summative assessments both at the end of every lesson and the end of every week or unit, and differentiate their lessons, assignments or small groups based on the collected data. Formative assessments are also utilized to gather data on students prior knowledge of standards and skills, to inform instructional planning.

On a school wide level, student performance on these assessments may also lead to small group intervention with the intervention team, who are trained in researched based interventions to provide even further support. From data, REACH found the need for targeted, researched based literacy instruction, and as a result REACH has trained

much of the intervention and Special Education team in Orton-Gillingham learning techniques, which is targeted and multisensory. The data also showed a need for a reading program in the Upper Grades for students reading far below grade level, which led to the adoption of the Read 180 curriculum for the 21-22 school year.

**Indicators**

**D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**D1.2. Basis for Determination of Performance Levels:** The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.3. Monitoring of Student Growth:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

**D1.4. Assessment of Program Areas:** In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.5. Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

**D1. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence   |
|---|---|
| Teachers, Admin and staff engage in targeted data analysis                              | <ul style="list-style-type: none"> <li>● <a href="#"><u>Data Analysis Worksheet - STAR</u></a></li> <li>● <a href="#"><u>Common Assessment Analysis Template</u></a></li> </ul> |
| School uses multiple assessments to monitor student progress toward grade level mastery | Use of STAR Ren, DIBELS, curriculum based assessments and other common assessments  |

|  |  |
|--|--|
| Assessments and Data Analysis happens regularly to monitor students progress and growth toward grade level mastery | <u>Assessment and Data meeting Calendar</u>  |
| Student Data is presented to students, parents and other stakeholder groups  | <ul style="list-style-type: none"> <li>● <u>Student STAR Goal Setting</u></li> <li>● STAR Ren Parent Report sent home trimesterly</li> <li>● <u>School Site Council Agenda</u></li> <li>● <u>Academic Presentation for REACH School Board</u></li> </ul> |
| Resources are geared toward areas of growth  | <ul style="list-style-type: none"> <li>● Adoption of Read 180/Orton Gillingham</li> <li>● Allocation of intervention staff</li> </ul>  |

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

**Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

As described above, teachers analyze data on a regular cycle - both with the norm referenced DIBELS and STAR Renaissance assessments but also curriculum assessments that are shared among the grade level classes. These assessments lead to teachers creating small groups of students based on their proficiency level or shared missing skills and strategies. Each classroom has 20- 40 minutes of ELA centers and 30 -60 minutes of Math centers built into their schedule at least four days a week as a time to target students in both small groups and differentiated learning activities. These assessments also inform the strategies used to provide interventions or acceleration to students. In Math, for example, teachers will use data to choose the strategy to best

accelerate their students- from which manipulative to use or which model to draw. In ELA, this analysis allows them to select teaching points in their test-based lessons or the focus for moving students toward writing on grade level. This data also informs pacing guides, homework and center activities.

Furthermore, REACH has a built in 30 minute block of targeted intervention and acceleration, in addition to small groups in the classroom, called Learning Academy. Pre-Covid, students would rotate during this block based on proficiency level and need, in order to receive targeted instruction based on DIBELS and Star Renaissance Data. For the last few years, Learning Academy has operated in more of a workshop model, with students in small groups receiving target instruction and hands-on activities.

On a grade level basis, after giving a common assessment, teachers not only analyze overall proficiency, but perform an error analysis of each question to understand the misconceptions that students are making. As a team, they decide on the most common misconception and plan a reteach lesson that explicitly names the misconceptions and clarifies it with new or modified strategies that are targeted based on student data. In addition to classroom teachers, the intervention teachers also use a variety of assessment data to inform their small groups, including the focus for math and reading intervention and the teaching strategies used to address gaps in skills or knowledge. This gathering of data also includes collaboration with classroom teachers to understand how skills were taught originally and how gaps can be addressed.

Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Teachers are in consistent communication with both students and their families. REACH utilizes Aeries to communicate grades to families, with assignments being added biweekly, progress reports sent home mid-trimester and report cards sent home at the end of each trimester. In addition, student work is returned with grades and comments weekly or biweekly, as well. Some teachers in the upper grades conduct report card conferences with students, where they go over their grades and set goals moving forward. Students are provided constant and rubric based feedback on their writing through writing conferences, both formative and summative. Some teachers also conduct

DIBELS and STAR data talks after each administration, where they meet with students to discuss their growth and goals moving forward. Other teachers may also have students graph their progress on the Star Renaissance.

**Indicators**

**D2.1. Demonstration of Student Achievement:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence  |
|---|--|
| Teachers, Admin and staff engage in targeted data analysis that explicitly targets next steps   | <ul style="list-style-type: none"> <li>● <a href="#">Data Analysis Worksheet - STAR</a></li> <li>● <a href="#">Assessment Loops with Analysis and reteaching</a></li> <li>● <a href="#">Common Assessment Analysis Template</a></li> </ul> |
| Schedule includes build in time blocks of centers and Learning Academy to provide teachers time to facilitate data based instruction in small, targeted groups. | <ul style="list-style-type: none"> <li>● <a href="#">Daily Schedule</a></li> <li>● Student Grouping from data analysis</li> </ul>  |
| Data Talks and Data Conferences   | <a href="#">Student Data Graphing</a><br>Student Goal Setting  |

**ACS WASC Category D. Assessment and Accountability:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in

## Category D.\*

**Areas of Strength**

1. REACH employs a variety of assessments, including two norm referenced and empirically validated tests to ensure adequate progress monitoring of students toward grade level standards mastery. Coupled with curriculum embedded, common assessments, REACH strives to assess student progress on a variety of data points and has allocated the resources to ensure teachers and staff are able to adequately adapt their instruction to meet all learner needs.
2. In the past two year, REACH has prioritized collaborative data analysis time in the professional development schedule. This analysis has led to strategic modifications in classroom instruction that has shown to have had a positive impact on student learning.
3. The REACH master schedule includes around 90 minutes a day for teachers to implement data- based small group and differentiated instruction, without impact to their curriculum based instruction.
4. All data analysis is done in collaborative grade level or subject teams. This leads to greater alignment across classrooms and allows teachers to gather best practices around classroom instruction and interventions.

**Areas of Growth**

1. While teachers do create focus groups of learners who may need extra support, they can analyze data for special population groups- specifically special education students, multilingual learners, or other groups historically shown to have an achievement deficit.
2. REACH currently does not have a resource which would house all the data from the various assessments, to make all the data even more accessible to teachers and staff in analysis. The school has plans to contract with Illuminate for this purpose.
3. Teachers at REACH can prioritize and be more intentional with conducting data conversations with students after each test administration. While this does happen in classrooms at various points during the year, it can become more systematized to ensure all students are getting adequate and up to date information about their own progress.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the**

**Focus Group analyses.**

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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\*The summary information will be used for Tasks 4 and 5.

**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth**

**E1. Parent and Community Engagement Criterion**

**The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.**

REACH Leadership STEAM Academy was founded on an idea that centers on community and home partnership. The LEA's school culture, list of programs and activities, and tailored instruction have grown to the point that families realize that there is no school like REACH. As a school of choice, REACH has families that commit to the drive from all across southern California. REACH also has families that have left and come back, only to tell the administration that the previous school did not meet the same level of expectations. In addition, each year's graduating class and their families lament leaving REACH. The LEA is actively looking for sites to develop a middle school and will add the 7th through 8th grade extension to their next charter renewal.

Due to California Governor Newsom's March 2020 shelter-in-place order, many of REACH's in-person engagement opportunities were either canceled or modified to fit within a virtual space. In-person learning was granted Fall 2020, and the LEA began to host small meetings and events under Riverside County Public Health guidelines.

REACH realizes that the key to achieving positive academic outcomes is through a school climate that allows the educational partners to feel seen, heard, and valued. Some of the strategies include climate surveys, governing and parent committees, and a collection of events and workshops borne out of the creativity of educational partners.



With more events being held virtually, REACH keeps Zoom links consistent, sends out reminders on multiple platforms, and shares recordings of events for later viewing. Some recent and upcoming events include,

- Annual Spelling Bee
- School Site Council Meetings
- African American Parent Advisory Committee Meetings
- English Learners Advisory Committee Meetings
- REACH Governing Board Meetings
- Open Forum - Info session with Student Support Services and Intervention
- Spring Performance Fundraiser
- Kinder Round Up - Info session with the kindergarten team for 2022-23 school year
- Free Parenting Education Classes in Spanish (through a partnership with Broadway Productions utilizing the Latino Educational Attainment Program)

In addition, REACH utilizes the following methods to communicate and engage with parents and guardians:

- Class Dojo: individual messages and class posts sent by teachers, and school events, news posts, and event reminders sent to all parents and guardians (Class Dojo also allows parents to comment and ask questions on posts, respond to each other's comments, or directly message teachers and staff. This application also has an easy translate feature for parents.)<sup>1</sup>
- Parent Square through AERIES: phone calls, text messages, and email alerts
- Facebook: posts and instant messaging
- Instagram: posts and instant messaging
- Website at <https://reachroyals.org>

Emergency alerts sent out through Parent Square are always sent as soon as possible and always before the end of the school day to continue building on the trust and transparency that REACH has established with parents.

To help facilitate a parent community, REACH created a virtual bulletin board called *REACH Parent Connections*-- a space where parents can connect regarding topics like childcare, carpooling, extracurricular recommendations, and uniform exchanges. The site is located here: <https://padlet.com/reachroyals/reachcommunity>.

## **School Climate**

The LEA has an annual list of surveys shared with its educational partners—this includes climate surveys to staff (certified and classified), students, and parents. Starting SY 2020-21, the LEA included questions that related to Title I and the schoolwide action plan by using a T1 next to the question. The Title I questions allow the administration to understand their partner’s perceptions of the LEA’s goals and programs and how to improve academic achievement for all students. There is also a Local Control and Accountability Plan (LCAP) budget survey shared with staff and parents. During the height of the school closures, March 2020 through Fall 2021, surveys related to COVID-19 and distance learning accommodations were sent to parents.

### *Climate Surveys*

Every spring, the REACH administration drafts its climate surveys. The process starts by reviewing last year’s questions and determining if they are still relevant. Plenty of thought goes into the length of the survey— the administration wants to capture lots of valuable data but realizes that the length might discourage participation. In the last three years, the REACH administration has made minor changes to the survey questions to allow for consistency (longitudinal data). By selecting consistent questions, REACH ensures that there is a baseline metric since one of the LCAP goals relates to school climate. The parent survey for 2020-21 was the first survey in which the REACH School Site Council (RSSC) provided feedback. The RSSC is lately composed of parent voices and their concern main concern was their peers—basic needs such as food, childcare, and technology. All surveys are translated into Spanish.

### *Local Control and Accountability Plan (LCAP) Budget Survey*

Prior to the COVID-19 pandemic, REACH would host specific meetings on LCAP to allow for a presentation of goals and to capture live feedback. REACH’s administration implemented LCAP budget surveys in response to the low attendance and in the years since the last visit, the survey has been the main method of capturing stakeholder feedback. The LCAP budget survey is the LEA’s main method of collecting educational partners’ opinions on how to utilize concentration funds towards school goals. The survey introduction includes a definition of LCAP, the amount allocated for the following academic school year, and an explanation of the academic summary on the CA School Dashboard. The purpose of the survey introduction is to be transparent in the number of concentration funds and the public data that guides school administration into constructing and modifying school-wide goals. The survey breaks into sections that cover the goals, the proposed actions and services, and the funds tied to the actions and services. Survey respondents note the range in which they highly agree to highly

disagree with the goal. Survey respondents also have space where they can add comments. All LCAP budget surveys are translated into Spanish.

During the 2020-21 school year, REACH presented LCAP content to the School Governing Board and parent committee— African American Parent Advisory Committee (AAPAC), English Learners Advisory Committee (ELAC), and the REACH School Site Council (RSSC).

### *COVID-19 and Distance Learning*

From March 2020 through Fall 2021, quickly deployed surveys that related COVID-19 and distance learning. Prior to the opening under the school reopening waiver, REACH sent Instructional Planning Surveys to parents. The purpose of the survey was to collect families' preferences between three methods of instruction—distance learning, hybrid, and 100 percent on campus. Those that were on campus also had the option to enroll in afternoon and Friday childcare.

### **Governing Board**

The REACH governing board has members that come from backgrounds in urban planning, law, education, and health sciences. The board roster has seven members, three of which are parents of current students. REACH's parent and community terms are one year and can be renewed annually through an election. REACH publicizes upcoming parent vacancies months in anticipation of an election meeting. Parents members use their voices to provide a unique insight into the lives of students and their families. Parent feedback has been important in the discussion of calendar changes and events.

### **Parent Committees**

#### *REACH School Site Council (RSSC)*

The REACH School Site Council is composed of ten members with parity between parents and school personnel. The committee includes a rotating administrator designee, three certificated staff (teachers), and a classified staff member. Members of the RSSC work with the school to develop, review and evaluate school improvement plans, the Local Control, and Accountability Plan, and the annual budget.

A school site council was an important piece of parent governance missing from REACH's list of priorities. For many years the school administration tried to establish the committee but found it difficult to spark parent by-in. By Fall 2020, REACH's

administration began a campaign that inspired parents and teachers to join the inaugural committee. Through Uncle Sam's imagery and a tagline of "we need you for SSC," the campaign focused on a theme of service, representation, and oversight to secure Title I funds. The campaign created enough momentum to interest ten parents when a minimum of five were needed. To select the first group of parents, teachers, and classified members, paper and electronic ballots were sent to their respective peers.

In its first year, the committee has established bylaws and ensured that the proper measures are in place for continuity. In its second year, the committee is shifting its focus on finding ways to best support REACH's goal and its parent peers. Some of the ideas include education on—

- The LEAs departments, programs, and services
- The purpose of the governing board and committees and how they can engage
- Publically available accountability and assessment tools
- How to advocate for their student

Meetings are held on the second Thursday of each month unless otherwise stated. The RSSC has a page on the school website that lists the dates of its meetings and publishes agendas, meeting minutes, and recordings.

#### *African American Parent Advisory Committee (AAPAC)*

The African American Parent Advisory Committee (AAPAC) is composed of five members. The committee includes an administrator, one certificated staff (teacher), and a classified staff member. The vision of the committee is *"to support the academic and social-emotional growth of African-American students through peer to peer engagement and parent leadership and commitment."*

REACH's African American students and that of the district, state, and nation are not performing at the same level as other student groups (peers). The committee looks at data, identifies trends, and brainstorms solutions. For years the AAPAC was an important piece of parent governance missing from REACH's list of priorities. The committee was listed in multiple LCAP plans and finally came to fruition in fall 2018. To select the first group of parents, electronic ballots were sent to their peers fall 2020.

In its first year, the committee has established bylaws and ensured that the proper measures are in place for continuity. Since then, the committee has hosted a literary event so that all students can engage in the love of literature. Literary is the main focus of the committee since data shows that African American students struggle in the literacy section of the normative assessment. If students can master literacy, those skills will aid

mathematic scores. The AAPACs most successful event has been a Pizza Partner Up! hosted fall 2021 in which 48 families submitted their intent to attend. The event asked students to partner up to read a book, then discuss and write about it.

Meetings are held on the third Thursday of each month unless otherwise stated. REACH's AAPAC has a page on the school website that lists the dates of its meetings and publishes agendas, meeting minutes, and recordings.

*English Learners Advisory Committee (ELAC)*

The English Learner Advisory Committee (ELAC) is a committee of parents of students with a first language other than English or parents that want to advocate for English learners. Through the home language survey, the REACH administration identifies for ELD and supports a student to reclassify and exit ELD. The committee is led by an administrator that oversees the monitoring and evaluation of the English Language Proficiency Assessments for California (ELPAC) test.

Past meeting topics include:

- Introductory meeting
- How to reclassify and exit ELD
- School attendance and language survey
- Staying in the look with teachers and school

The committee translates flyers and other information into Arabic and Spanish. Meetings are held at least once every quarter. REACH's ELAC has a page on the school website that lists the dates of its meetings and publishes agendas, meeting minutes, and recordings. The committee has struggled to gain return parent attendance, despite sending individual invitations via mail and email in addition to incentives such as Grubhub gift cards.

*Safety Committee*

The Safety Committee meets regularly to discuss best practices and trends and update the Safety & Crime Prevention Plan and shares with staff.

**E1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence                   |
|---|---------------------------------------|
| Evidence of parent and community engagement during COVID-19 and | 1. <u>Distance Learning Resources</u> |

REACH ACS WASC/CDE Self-Study Report

|   |   |
|---|---|
| <p>leading up to the fall 2020 school reopening plan.</p> | <ol style="list-style-type: none"> <li>2. <u>Distance Learning Update from Dr. Rentie 04-17-20</u></li> <li>3. <u>Coffee with the Director - 05-26-20 (Presentation)</u></li> <li>4. <u>Coffee with the Director - 05-26-20 (Recorded Session)</u></li> <li>5. <u>School Reopening Plan Video</u></li> <li>6. <u>Coffee with the Director - 07-31-20 (Presentation)</u></li> <li>7. <u>Coffee with the Director - 07-31-20 (Recorded Session- Addresses reopening plan, parent Q&amp;A)</u></li> <li>8. <u>School Reopening Plan, 3 Options (Social Media Post) / versión en Español</u></li> <li>9. <u>School Reopening Plan Parent Communication</u></li> <li>10. <u>Plan de reapertura escolar</u></li> <li>11. <u>Virtual Meet and Greet - 08-20-20 (Presentation)</u></li> <li>12. <u>Virtual Meet and Greet - 08-20-20 (Recorded Sessions)</u></li> <li>13. <u>Board Meeting, Public Comment 09-14-2020</u></li> <li>14. <u>Reunion de la junta, comentarios publicos 14-09-2020</u></li> </ol> |
| <p>Parent climate surveys.</p>                            | <ol style="list-style-type: none"> <li>1. <u>2020-21 Climate Survey (Parents)</u></li> <li>2. <u>2020-21 Climate Survey (School Staff)</u></li> <li>3. <u>2019-20 Climate Survey (Parent)</u></li> <li>4. <u>2019-20 Climate Survey (School Staff)</u></li> <li>5. <u>2018-19 Climate Survey (Parents)</u></li> <li>6. <u>2018-19 Climate Survey (School Staff)</u></li> </ol>  |
| <p>Student climate surveys.</p>                           | <ol style="list-style-type: none"> <li>1. <u>2020-21 Climate Survey (TK&amp;Kinder)</u></li> <li>2. <u>2020-21 Climate Survey (1-3)</u></li> <li>3. <u>2020-21 Climate Survey (4-6)</u></li> </ol>  |

## E2. School Culture and Environment Criterion

**The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.**

REACH has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. REACH aims to provide the safest learning environment possible. This is achieved through external/internal inspections, staff training, and bi-monthly drills. First, the safety manager inspects the site upon arrival. A safety sweep of the campus, parking lot, and outskirts are conducted daily. The sweep includes an inspection of the property for transients, unwanted objects/items on the ground, and wild/loose animals. If and when the campus is deemed unsafe, safety protocols are activated. Such protocols may include but are not limited to contacting law enforcement, animal control, or following lockdown procedures. REACH staff is trained yearly and bi-monthly in safety procedures. At the start of the school year the entire body of staff meet in-person to receive safety and emergency drills training. After that, twice a month a fire drill and an emergency drill is practiced with students and staff as a whole. The emergency drills conducted are as follows: lockdown, earthquake, code red (active shooter), bomb threat, off-site evacuation, emergency triage, and shelter-in-place.

Furthermore, the internal safety components of the campus include yearly fire sprinkler, fire hydrant, fire extinguishers, emergency lights, and fire alarm system are inspected and certified by 3rd party professionals. Also, fire extinguishers and emergency lights are inspected monthly by the safety manager. Additionally, HVAC and air-purifier filter changes take place routinely. We purchase the Merv 10 filter (highest merv rated filter available for the HVAC units) and replace them each month. This allows the maximum amount of clean circulating air in the classrooms, MPR, and office spaces. As an additional layer of protection, REACH has invested in commercial grade air-purifiers. These are found in all classrooms and shared spaces such as health office, MPR, staff lounge, and offices. Air-purifier filters are changed every six months.

REACH is dedicated to ensuring a well maintained, clean, and orderly campus daily. The LEA's team of custodians, maintenance assistant, and staff all support this effort through various routines. First, the day/night custodian leaf blows the school hallways, courtyard,

and play areas before students arrive. The cleaning responsibilities of the custodians also include restrooms, hand wash stations, water stations, kitchen, furniture, desktops, carpet/flooring, and staff lounge. Teachers are also given EPA (United States Environmental Protection Agency) certified disinfectant solutions to keep students desks sanitized throughout the day. Secondly, REACH's maintenance assistant provides routine groundskeeping and general preventative maintenance of the school grounds. Preventative maintenance includes lubrication of internal and external locks, gate hinges, water filters, building vents, and visual inspections of the buildings. Building inspections are conducted to verify all components are functioning properly. For instance, light fixtures, GFI outlets, light covers, ceiling tiles, building structure, siding, ramps, rails, and play equipment are all inspected and processed for repair if needed.

REACH Leadership STEAM Academy takes pride in the achieved culture where students and staff feel seen, heard, and safe. It offers a nurturing learning environment for all students. Honoring differences and individual needs, it supports a diverse population of students and places importance on cultivating diversity. All staff understand and promote ethical, cultural, emotional, physical and intellectual growth of all students. REACH focuses on treating the whole child. Students are met with a handshake and eye contact as they enter the campus and additional time is given to each student that arrives needing additional emotional support. All students are dressed in uniforms to reduce the identification of low SES students. Students are encouraged to identify and succeed through academics and leadership not social status. Each student has the opportunity to be seen through their strengths and receive support with their weaknesses. REACH takes pride in modeling respect and professionalism to our students.

## Indicators

**E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.2. High Expectations/Concern for All Students:** The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*



| Findings                                       | Supporting Evidence       |
|--|---------------------------|
| Safe, Clean, Orderly Environment.              | Safety Plan               |
| High expectations for all students.            | ☰ Student-Parent Handb... |
| Atmosphere of trust, respect, professionalism. | ☰ REACH Employee Ha...    |

### E3. Personal, Social-Emotional, and Academic Student Support Criterion

**All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.**

All students at REACH receive multiple forms of support ranging from social-emotional to multi-tiered support to ensure their learning and ultimately their success. Below you will find implemented approaches to meet student needs.

#### **Educationally Related Mental Health Services (ERMHS)**

Students in special education receiving counseling and guidance, individual counseling and/or behavior supports, receive access to REACH’s Licensed Clinical Social Worker, LCSW and/or the behavior team at REACH. Student files are reviewed and amendments written to support the current need, as well as current IEP goals. Students are given access to mental health support to meet current IEP supports and services and individual social-emotional needs of each student. All sessions are held via password-protected zoom sessions, small group or 1:1 sessions. The social-emotional team at REACH works to normalize current changes for each student to reduce symptoms of depression, anxiety, stress and promote overall wellness and academic success.

#### **General Education Counseling**

Students not in special education have access to crisis counseling. Crisis counseling is short, approximately 6-8 sessions and is accessed when a child goes through a recent loss, change of school, parental divorce or trauma. The students participate in Cognitive Behavior Therapy (CBT) to reduce toxic thinking and improve self esteem and behavior. Dialectical Behavior Therapy (DBT) is used to promote grounding and balance.

#### **Family/Parent Counseling and Support**

All parents are given 24-hour access to REACH's Licensed Clinical Social Worker (LCSW) (during the pandemic). Parents receive support to promote student academic success and reduce overall family stress in the form of social stories, ART therapy, and guided meditation. REACH's LCSW also provides individual parent sessions to reduce parental stress and promote overall wellness in the home.

### **Bounce Back Curriculum**

The Director of Student Support Services and the Student Supports Services (SSS) Coordinator, which falls under REACH's Special Education Department, have participated in social and emotional well-being webinars that address the stress and trauma that families experienced under the pandemic. For the 2020-2021 and 2021-2022 school year, the SSS team unveiled a campus-wide Supporting Mental Health campaign by using the Bounce Back curriculum, aimed at reducing the stress or anxiety children feel about being exposed to stressful or traumatic events. The program begins with a UCLA Trauma screener and interventions are provided to students presenting with trauma symptoms for 6 weeks.

### **Peer Mentor Program**

Younger students who struggle to demonstrate appropriate age level social skills can be referred to receive a peer mentor. Upper grade mentors are selected by teacher recommendation, and cross check with the discipline department. Students are matched based on need and strengths, as well as personality in an effort to match students who will get along smoothly. They meet weekly for 15 minutes from February to June. Their first few sessions are solely focused on building rapport. Teams transition to discussing goal setting and receiving in class support as needed. No more than 12 partner teams have been matched in a given year to ensure that oversight is consistent and that adult guidance is always accessible.

### **Indicators**

**E3.1. Academic Support Strategies for Students:** School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

**E3.2. Multi-Tiered Support Strategies for Students:** School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and**

**Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Student Voice:** Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

**E3. Prompt:** *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

| Findings  | Supporting Evidence     |
|---|-------------------------|
| Students in special education receiving counseling and guidance, individual counseling and/or behavior support, receive access to REACH’s Licensed Clinical Social Worker, LCSW and/or the behavior team at REACH. <b>(ERMHS)</b> |                         |
| The school leadership and staff assess the effectiveness of the multi-tiered support system.  | P REACH MTSS Triangl... |

**ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:  
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.\*

**Areas of Strength**

1. Educationally Related Mental Health Services (ERMHS). REACH has a comprehensive social-emotional learning model based in dialectical behavior therapy and cognitive behavior therapy-
2. Family/Parent Counseling and Support. The family counseling model based around solution focused therapy, art therapy, and behavior therapy.

**Areas of Growth**

1. General education counseling program is understaffed.

2. Reach must provide continuous education units for all counseling staff on campus.
  
  7. **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  8. **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  9. **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - o **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - o **Identify important next steps within the schoolwide action plan/SPSA.**
- 

\*The summary information will be used for Tasks 4 and 5.

### **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- Increase priority and support to students performing above grade level.
- While teachers do create focus groups of learners who may need extra support, they can analyze data for special population groups- specifically special education students, multilingual learners, or other groups historically shown to have an achievement deficit.
- REACH currently does not have a resource which would house all the data from the various assessments, to make all the data even more accessible to teachers and staff in analysis. The school has plans to contract with Illuminate for this purpose.
- Consistent and more frequent implementation of project-based learning related to solving real-world problems.
- Increase the consistency of grade levels implementing project-based assessments in place of curriculum-based ELA weekly tests on alternating weeks.
- Teams will review student work together to better align on reteaching strategies and plan for future lessons.
- Teachers at REACH can prioritize and be more intentional with conducting data

conversations with students after each test administration. While this does happen in classrooms at various points during the year, it can become more systematized to ensure all students are getting adequate and up to date information about their own progress.

- Finding a social studies curriculum that reflects the diversity of the REACH student population.
- Reach must provide continuous education units for all counseling staff on campus.
- General education counseling program is understaffed.
- While students are engaged in career preparation activities at REACH, there is room for an increased amount of these activities campus wide.
- As a school, more focus can be placed on students that are performing above grade level to prevent any possible academic slide.
- The school leadership and staff are involved in the resource allocation decisions.

#### **Chapter IV: Summary from Analysis of Identified Major Student Learner Needs**

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

Through data comparison we were able to see there is a need for increasing student achievement in both English Language Arts and Mathematics. For the intervention target group, REACH had a student increase from 19% to 21% in the subject of English Language Arts in just one year. That is an increase of 2%. In addition, REACH number of students in urgent intervention increased by 6%. Furthermore, the LEA also needs to increase student achievement in the subject of Mathematics. As we compared data in this subject, the LEA recognizes both groups, intervention and urgent intervention, have a need for increased student achievement. The intervention group increased by 6% going from 27% of students in 2020 to 33% in the year 2021. As for the student group in urgent intervention, we were able to see a 10% increase in students as said group's population increased from 19% of students in the 2020 school year to 29% of students in the 2021 school year.

The LEA looked at focus groups when analyzing the STAR assessment scores and concluded that there is a need for improvement for such focus groups. Students with disabilities are the lowest-performing group in both ELA and Math, and English Learners, African Americans, and Hispanics are performing near or at the same level in Math. Finally, In terms of equity, although only 1.9% of students were suspended at least once in the school year, it was the African American group of suspended students that fell in

the orange category and the white student group fell in the yellow category, while the Hispanic, socioeconomically disadvantaged, and two or more races groups of students fell in the green category in the accountability system.

### **Chapter V: Schoolwide Action Plan**

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

REACH Leadership STEAM Academy has two schoolwide goals: 1) To increase academic achievement in ELA and Math and 2) to monitor and maintain school climate. The first goal is to increase academic achievement in ELA and Math with added support to subgroups by looking at the equity gap, especially through covid. In addition, the LEA will continue providing professional development for staff to support with meeting such goals. The LEA's growth target is to increase student proficiency in English Language Arts and Mathematics by 5% annually until a goal of 85% or higher proficiency is achieved. In addition, we will continue to provide ongoing professional development for staff in order to ensure they have the necessary skills to support such growth goals. As for the second goal, the LEA will continue to monitor and maintain school climate by increasing the student attendance rate to 96%. In addition to increasing attendance rates, the LEA will continue to monitor and lower suspension rates.

#### **Goal 1: To increase academic achievement in ELA and Math**

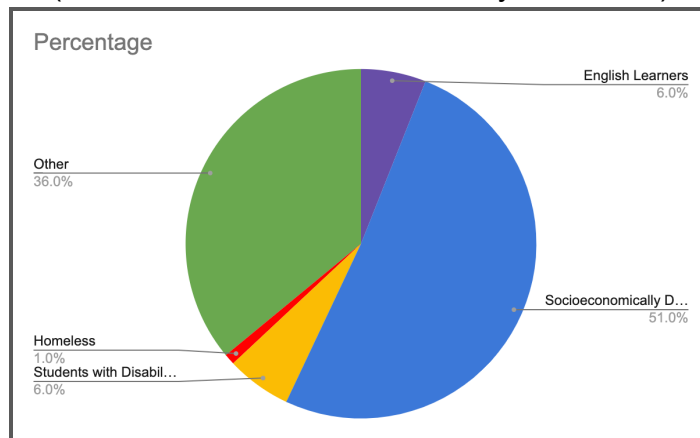
After analyzing STAR assessment scores in the subjects of English Language Arts and in Mathematics, the LEA focused on two specific target groups, intervention and urgent intervention. Test results from the 2020-2021 school year and the current 2020-2021 school year were compared to determine if we, indeed, have a need. Through data comparison we were able to see there is a need for increasing student achievement in both mentioned subjects. For the intervention target group, a student increase from 19% to 21% was determined in the subject of English Language Arts in just one year. That is an increase of 2%! We were also able to see a 6% increase of students in urgent intervention as the student population increased from 14% to 20%. In addition, we were able to determine there is also a need to increase student achievement in the subject of Mathematics. As we compared data in this subject, the LEA recognizes both groups, intervention and urgent intervention, have a need for increased student achievement similar to ELA. The intervention group increased by 6% going from 27% of students in 2020 to 33% in the year 2021. As for the student group in urgent intervention, we were

able to see a 10% increase in students as said group’s population increased from 19% of students in the 2020 school year to 29% of students in the 2021 school year.

| ELA                 |      |      |          |
|---------------------|------|------|----------|
| Target Group        | 2020 | 2021 | Increase |
| Intervention        | 19%  | 21%  | 2%       |
| Urgent Intervention | 14%  | 20%  | 6%       |
| Math                |      |      |          |
| Intervention        | 27%  | 33%  | 6%       |
| Urgent Intervention | 19%  | 29%  | 10%      |

Additionally, in order to increase academic achievement in ELA and Math it is crucial that we take a close look at the equity gap, especially after the effects COVID has had on our student learning. First, it is important to understand our school demographics taken from our 2020-2021 student information system data. We currently have 6% English Learners, >1% homeless students, 6% students with disabilities, 51% socioeconomically disadvantaged students, and 36% of students in other groups.

School Demographics: Student Groups  
(2020-21 Student Information System Data)



The LEA took a closer look at such groups when analyzing the STAR assessment scores and concluded that there is need for improvement for such focus groups. Our test scores showed us that our white students outperform other student groups in both ELA and Math. We can also see that all six groups performed better in ELA than in Math. Students

with disabilities are the lowest performing group in both ELA and Math and English Learners, African Americans and Hispanics are performing near or at the same level in Math.

| Student Focus Group      | ELA Proficient Percentage | Math Proficient Percentage |
|--------------------------|---------------------------|----------------------------|
| English Learners         | 50%                       | 41%                        |
| Socioeconomically Disadv | 55%                       | 37%                        |
| Students w/ Disabilities | 40%                       | 27%                        |
| African American         | 52%                       | 41%                        |
| Hispanic                 | 62%                       | 42%                        |
| White                    | 73%                       | 53%                        |

Our growth targets for these groups are to increase the overall proficiency rate of students in identified subgroups in the areas of English Language Arts and Mathematics by 5% annually until a goal of 85% or higher proficiency is achieved. In order to mitigate the loss, the LEA intends to offer a free tutoring summer program, continue monitoring progress, holding monthly data meetings, offering intervention tutoring sessions throughout the day, offering small group instruction, as well as offering student pullouts. In addition, the school leaders will continue observing teachers and offering feedback. Additionally, the LEA will provide necessary resources such as technology, food, school supplies, and mental health support for students in need.

To monitor progress, we will continue to use STAR assessment scores as the tool to monitor progress. STAR assessment scores will be monitored by leadership, annual student intake information will be tracked, submitted FRL applications will be reviewed as well as information provided to the OutREACH Task Force.

At REACH, it is important that we provide a high quality education. Because of this, the LEA surveyed our parents and other members of the community to receive input and feedback using a parent satisfaction survey. We are happy to report there is a 90% overall parent satisfaction rate with the quality of education offered at REACH! 60% of parents reported they strongly agree that REACH provides a high quality education while 30% of parents agree that REACH provides a high quality education. It is because of this, we have made providing ongoing professional development for teachers and

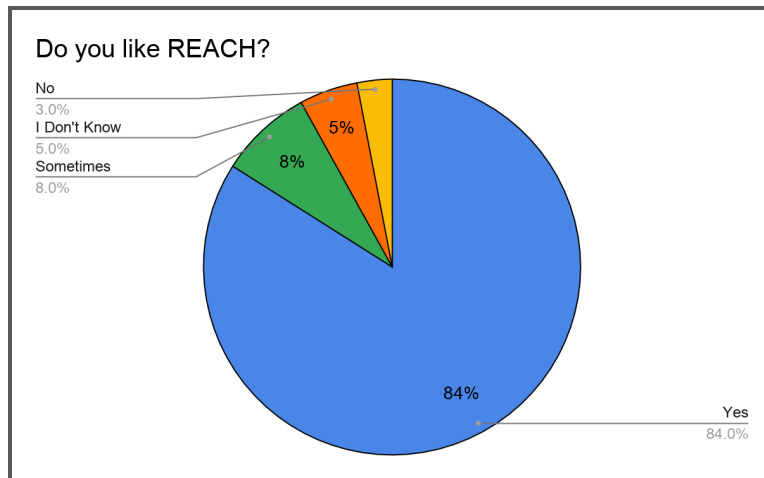


administrators part of our first goal. REACH will continue to provide professional development in the areas of curriculum implementation, technology integration, data monitoring, restorative justice, whole brain teaching, classroom management, Singapore math, step up to writing, engagement strategies, TLAC training, and small group instruction. In addition, this summer the LEA will be adding trainings on student discourse, productive struggle, and inquiry and questioning strategies.

**Goal 2: School Climate**

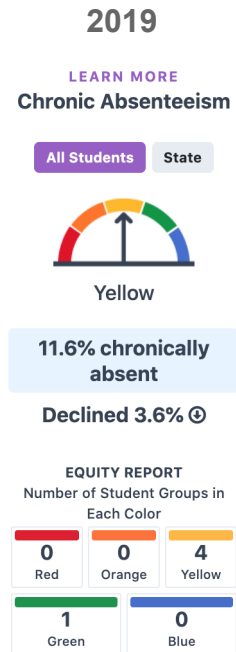
The second school wide goal is to monitor and maintain school climate. Through a parent satisfaction survey, the LEA received feedback from our parents and other members of the community in regards to our school climate. 62.4% of parents **strongly agree** that REACH provides a safe learning environment. 34.7% of parents **agree** that REACH provides a safe learning environment. This means that 97.1% of parents report that REACH has created a safe learning environment. As for our students' feedback, 84% of our 4th-6th grade students reported liking their school. 8% reported **sometimes** liking it, while 5% reported they **did not know**, and 3% reported **not liking it**. We will continue to aim to maintain our climate satisfaction rates with our students, parents, community, and staff.

**4th-6th Grade Student Satisfaction Survey:**



Furthermore, the LEA has made the goal to increase our student attendance rate to 96% as part of the second school wide goal. Using the California school dashboard as a measurement to monitor student chronic absenteeism for the 2019 school year, we report that out of 613 students, chronic absenteeism declined 3.6% leaving a total of 11.6% of our students chronically absent. It is important to note the equity gap as the students reported being chronically absent in yellow are the African American, hispanic,

socioeconomically disadvantaged, and other races, other than white, subgroups. The chronically absent white student population falls in the green category in the accountability system.



Finally, as part of our school climate goals, the LEA will continue to maintain low suspension rates. Using the California school dashboard as a measurement, the LEA is happy to report that out of 629 students in the 2019 year only 1.9% of students were suspended at least once in the school year. This means our suspension rates declined by 0.8%! In terms of equity report, the African American group of suspended students falls in the orange category, the white student group falls in the yellow category, while the hispanic, socioeconomically disadvantaged, and two or more races groups of students fall in the green category in the accountability system. The School leaders will continue to use the California school dashboard as a measurement to monitor student chronic absenteeism until the goal of 96% or higher attendance rate is achieved.

**2019**

LEARN MORE  
Suspension Rate

All Students State



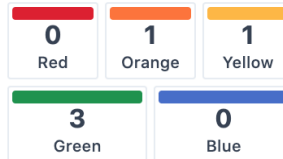
Green

1.9% suspended at least once

Declined 0.8% ↻

EQUITY REPORT

Number of Student Groups in Each Color



Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

**Appendices:**

**A. Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

- [LCAP 2021-22](#)
- [LCAP 2021-22 Parent Budget Overview](#)
- [LCAP 2019-20 Annual Update](#)
- [Midyear LCAP 2021-22 Update](#)

**B. Results of student questionnaire/interviews**

- [2020-21 Climate Survey \(TK&Kinder\)](#)
- [2020-21 Climate Survey \(1-3\)](#)
- [2020-21 Climate Survey \(4-6\)](#)

**C. Results of parent/community questionnaire/interviews**

- [2020-21 Climate Survey \(Parents\)](#)
- [2020-21 Climate Survey \(School Staff\)](#)
- [2019-20 Climate Survey \(Parent\)](#)
- [2019-20 Climate Survey \(School Staff\)](#)
- [2018-19 Climate Survey \(Parents\)](#)
- [2018-19 Climate Survey \(School Staff\)](#)

**D. The most recent California Healthy Kids Survey**

**E. Master schedule**

- [2020-21 Bell Schedule](#)
- [2020-21 Instructional Minutes](#)

**F. Approved AP course list:** <https://apcourseaudit.epiconline.org/ledger/>

Not applicable

**G. UC a–g approved course list:**

<https://doorways.ucop.edu/list/app/home/>

Not applicable

**H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

Not applicable

**I. California School Dashboard performance indicators**

- [2019 English Language Arts](#)
- [2019 Mathematics](#)
- [2019 Suspension Rate](#)
- [2019 Chronic Absenteeism](#)

- J. School accountability report card (SARC)**
  - 2020-21 School accountability report card
- K. CBEDS school information form**  
**Not applicable**
- L. Graduation requirements**  
**Not applicable**
- M. Any pertinent additional data (or have on exhibit during the visit)**
  - Student work samples
- N. Budgetary information, including school budget**
  - FY22 Charter Adopted Budget Reporting (Board approved 06-28-2021)
  - REACH MultiYear Financials
- O. Glossary of terms unique to the school.**