



# REACH Academy

1512 West Santa Ana Blvd • Santa Ana, CA 92703 • (714) 431-1800 • Grades 6-12

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<https://www.sausd.us/Domain/3775>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Santa Ana Unified School District

1601 East Chestnut Avenue  
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#### District Governing Board

Rigo Rodriguez, Ph.D., President  
Valerie Amezcua, Vice President  
Alfonso Alvarez, Ed.D., Clerk  
John Palacio, Member  
Carolyn Torres, Member

#### District Administration

Jerry Almendarez  
**Superintendent**  
Alfonso Jimenez, Ed.D.  
**Deputy Superintendent,  
Educational Services**  
Thomas A. Stekol, Ed.D.  
**Deputy Superintendent,  
Administrative Services**  
Daniel Allen, Ed.D.  
**Assistant Superintendent, K-12  
Teaching and Learning**  
Mayra Helguera, Ed.D.  
**Assistant Superintendent, Special  
Education/SELPA**  
Sonia R. Llamas, Ed.D., L.C.S.W.  
**Assistant Superintendent, K-12  
School Performance and Culture**  
Hiacynth Martinez, Ed.D.  
**Assistant Superintendent, Human  
Resources**  
Manoj Roychowdhury  
**Assistant Superintendent, Business  
Services**  
Orin Williams  
**Assistant Superintendent, Facilities  
& Governmental Relations**

### School Description

REACH Academy's Mission is to meet the unique educational, social, physical, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for lifelong learning and a desire to pursue college and career opportunities.

REACH Academy's Vision is a student-centered second chance at success. We do this by having caring staff that build connections and relationships with students, while providing alternative methods of teaching, assessment and learning. The school offers a rigorous and relevant curriculum, strategies of prevention and intervention for at-risk behavior, and extended learning opportunities, all in a safe and healthy environment. With this approach, in collaboration with our community partners, we are able to meet the unique educational, social, physical and emotional needs of the diverse students we serve.

REACH Academy's Motto: Soaring to REACH New Heights

REACH Academy is a Community Day School operated by the Santa Ana Unified School District. REACH Academy serves the District's students who have been expelled, referred by a School Attendance Review Board (SARB), referred by a Pupil Placement Committee (PPC) for behavior, attendance and/or performance issues, referred by Orange County Probation, and/or other youth at high risk. REACH Academy is WASC Accredited and offers "a-g" courses. REACH Academy operates a 360-minute instructional day, which is a student centered approach that supports and embraces the diverse needs of the students by providing an alternative method of teaching, assessment and learning, rigorous and relevant teaching and curriculum, intervention and prevention, extended learning opportunities, safe and healthy environments, and collaborative partners that are all Student Centered. REACH Academy stands for Responsible Citizens, Effective Communicators, Active Learners, Critical Thinkers, and Healthy Individuals, which is truly what we want the students to become. REACH Academy has evolved over the past few years to become a Positive and Restorative Culture that offers a small school environment, low student to teacher ratios, more one-on-one student attention, powerful student and staff relationships, and a strong focus on Higher Order Thinking, Blended Learning and Success Skills, which has created an environment where all students can strive to succeed.

Besides offering the traditional subjects such as English Language Arts, Mathematics, Social Studies, Sciences, Foreign Languages, Physical Education and Electives, REACH Academy has created what is called the HEART class, which is an orientation class for all new students. Its purpose is to relieve the stresses these students and their families are experiencing, as well as to better prepare them for success. HEART stands for Hope, Engage, Achieve, Restore and Transition. The HEART class was designed for the students to stay on average for 20 days, and each letter of HEART has a module created in Canvas that include lessons about each letter of HEART. These lessons integrate technology, reading, writing, reflecting, sharing, restorative circles, cross-curriculum teaching, and career exploration. The HEART class is a collaborative effort with Project Kinship. Project Kinship is one of many community partners at REACH Academy. Project Kinship's Mission is to increase community safety, promote hope, health and well-being among the formerly incarcerated and their families, and help individuals successfully re-enter the community.

Project Kinship is providing direct individual support with Case Management to students and families with support linked to community resources, one-to-one paraprofessional counseling, individual gang mediation, crisis-based gang intervention on site and de-escalation support, one-on-one substance abuse counseling services and student home visits, and providing group support with restorative practice circles, emotional literacy and anger management groups, after school restorative practice group, youth development activities, gang intervention groups, female intervention groups, and substance abuse groups. Other community partners on-site daily are Orange County Probation and Orange County Department of Education – Mental Health, as well as other community partners who help to provide extended learning opportunities. With all of this, we can meet the unique educational, social, physical, and emotional needs of the diverse students we serve, and provide them with a second chance at success.

### District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	6
Grade 8	7
Grade 9	8
Grade 10	7
Grade 11	4
Grade 12	2
<b>Total Enrollment</b>	<b>34</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	2.9
Hispanic or Latino	97.1
Socioeconomically Disadvantaged	97.1
English Learners	41.2
Students with Disabilities	26.5
Foster Youth	2.9
Homeless	29.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for REACH Academy	17-18	18-19	19-20
With Full Credential	6	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at REACH Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Math</i>	6-8
<b>Language Arts</b>		
2018	McGraw Hill, <i>StudySync</i>	6-8
2017	Pearson, <i>ILit ELL</i>	6-8
<b>Science(s)</b>		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
<b>Social Science</b>		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval &amp; Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8
Year Adopted	High School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Math</i>	9-12
2018	Pearson, <i>Precalculus: Graphical, Numerical, Algebraic Common Core with MyMathLab</i>	9-12
2018	Pearson, <i>Calculus: Graphical, Numerical, Algebraic with MyMathLab</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability &amp; Statistics</i>	9-12
2018	CPM, <i>AP Stats</i>	9-12
<b>Language Arts</b>		
2018	McGraw Hill, <i>StudySync</i>	9-12
2017	Pearson, <i>ILit ELL</i>	9-12
<b>Science(s)</b>		
2007	Holt, <i>Earth Science</i>	9-12
2007	Glencoe, <i>Biology</i>	9-12
2007	Prentice Hall, <i>Chemistry</i>	9-12

2007	Prentice Hall, <i>Essentials of Human Anatomy &amp; Physiology</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12
2016	National Geographic Learning, <i>Environmental Science: Sustaining Your World</i>	9-12
2007	Holt-Mcdougal, <i>Physics Honor – Algebra/Trig</i>	12

### Social Science

2006	McDougal-Littell, <i>Modern World History</i>	9-12
2006	Prentice Hall, <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall, <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell, <i>The Americans - Reconstruction to the 21st Century</i>	9-12
2006	Glencoe/McGraw-Hill, <i>Psychology – Understanding Psychology</i>	9-12
2006	Holt, <i>Sociology – The Study of Human Relationships</i>	9-12
2006	Oxford University, <i>Mexican American Studies – The course of Mexican History</i>	9-12

### School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	OFFICE: Hole on the wall -W/O #41440 - completed -broken floor tile -W/O #48068 ROOM -11: Hole on the wall -W/O #41016 -completed ROOM -12: Hole on the wall -W/O #41016 -completed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM -10: Termite infestation -W/O #36691-completed
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	BOYS RESTROOM: Loose two sink faucets -W/O #41327 WOMEN STAFF RESTROOM WESTSIDE: Loose water faucet -W/O #41327

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	KITCHEN: Need a weather seal at main window -W/O #48069 OFFICE: Hole on the wall -W/O #41440 - completed -broken floor tile -W/O #48068 ROOM -3: Water leak on ceiling -W/O #48068 RSP STORAGE ROOM: Rotten wood on the outside wall -W/O #48069
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KITCHEN: Need a weather seal at main window -W/O #48069 ROOM -14: Need a door weather strip seal under main entrance -W/O #48069
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	3	0	32	35	50	50
Math	4	0	26	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	42	38	90.48	0.00
Male	37	33	89.19	0.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	40	36	90.00	0.00
Socioeconomically Disadvantaged	41	37	90.24	0.00
English Learners	30	27	90.00	0.00
Students with Disabilities	11	10	90.91	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	16	15	93.75	6.25

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	39	90.70	0.00
Male	38	34	89.47	0.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	41	37	90.24	0.00
Socioeconomically Disadvantaged	42	38	90.48	0.00
English Learners	31	28	90.32	0.00
Students with Disabilities	12	11	91.67	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	16	15	93.75	6.25

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in REACH Academy learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are always invited to help plan and attend school-sponsored events. We provide a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These include:

- Back to School Night
- Open House
- LCAP/Title One Meetings
- Quarterly Student Success Meeting
- Promotion activities
- Parent education training and/or workshops

Beginning in the 2019-2020 school year, each SAUSD campus has been equipped with a Wellness Center, staffed by a Family and Community Liaison. The Wellness Center is a place where families can connect with the school, receive resources, and attend workshops and classes. All families are welcome!

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 431-1800.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Automated Phone Messaging System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- New Student Orientations

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	38.1	42.5	48.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0



Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.8
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	4	8			4	12			3	10		
Mathematics	3	8			5	6			3	7		
Science	2	5			3	4			3	3		
Social Science	2	9			3	13			4	7		

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

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

The legislation outlining the procedures for REACH Academy School states that there must be a 6 hour teaching day everyday school is in session. It does not allow for modified days or staff development days. Therefore, the teachers at REACH Academy School participate in staff development during after school and during school hours. The subjects covered during the staff development days are: Maintaining Positive Culture: Trauma Informed, Therapeutic Web of Success, Restorative Practices, Restorative Practices with Circles, PBIS, PBIS Behavior Matrix, Zones of Regulations, Togetherness, Blended Learning: Blended Learning Model, Google Docs, Google Classroom, Canvas, Teacher Web Page Creation, High Order Thinking: Higher Order Use of Words and Meaning, Learning Boards, Project Based Learning, Evidence Based Writing, CBL and CPM, District Curriculum: Thinking Maps, Literacy/EL Strategies, and Online Resources, Success Skills: Avid Skills, Note Taking, Organization, Student Presentations, Speaking Skills, and Other: MAP Assessment and MAP Survey, and WASC, which will help to create a Student Centered Second Chance at Success.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for REACH Academy	2015-16	2016-17	2017-18
Dropout Rate	--	--	--
Graduation Rate	--	--	--

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	51115	3751	47364	102255
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	155.2	15.2
School Site/ State	151.9	29.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for Santa Ana Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.3	4.3	5.5
Graduation Rate	91.6	91.5	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	47.06
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

#### Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students to be college and career ready. Students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding pertinent industry certifications and provide students the opportunity to work as interns for businesses within our community.

CTE Pathways in Santa Ana are designed to combine real-world and work-based relevance with academic rigor. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare all students to be college and career ready, courses have been updated to satisfy the rigorous "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

#### DataQuest

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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.