

REACH Leadership STEAM Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

DataQuest

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

Internet Access

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



Dr. Virgie Rentie, Executive Director

Principal, REACH Leadership STEAM Academy

About Our School

As the Founder and Executive Director of REACH Leadership STEAM Academy, I am very pleased with the continuous progress and growth of our school. We opened our doors in Fall of 2012 with less than 80 students and, to-date, have more than quadrupled in size. Being the only elementary school within our area with a focus on STEAM Education (Science, Technology, Engineering, Art, & Math), we are proud to offer families in Riverside, and contiguous cities, with an additional choice as they consider educational options for their children. Our students come to school excited to learn, and our highly trained and highly qualified teachers use engagement strategies to guide students in decision making, problem solving and critical thinking skills. As we focus on the sciences, introduce engineering concepts, and include more project-based learning, I am excited about what the future holds for our school and the future success of our students.

Contact

REACH Leadership STEAM Academy
3422 Rustin Avenue
Riverside, CA 92507

Phone: 951-275-2171
E-mail: vrentie@reachroyals.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Riverside Unified School District
Phone Number	951-788-7135 ex 80401
Superintendent	David Hansen
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	http://www.riversideunified.org

School Contact Information (School Year 2017-18)	
School Name	REACH Leadership STEAM Academy
Street	3422 Rustin Avenue
City, State, Zip	Riverside, Ca, 92507
Phone Number	951-275-2171
Principal	Dr. Virgie Rentie, Executive Director
E-mail Address	vrentie@reachroyals.org
Web Site	www.reachroyals.org
County-District-School (CDS) Code	33672150126128

Last updated: 2/1/2018

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

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 in 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.

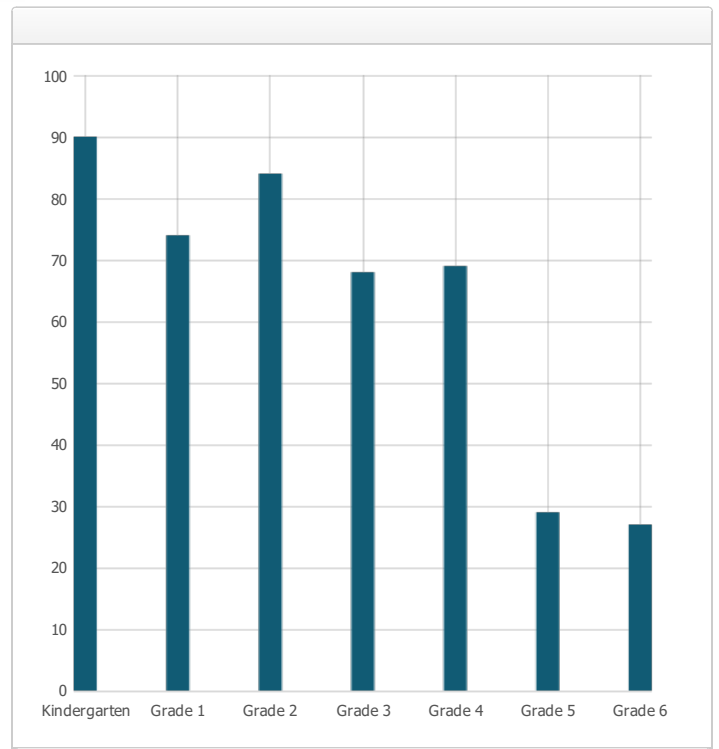
Vision

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.

Last updated: 2/1/2018

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	74
Grade 2	84
Grade 3	68
Grade 4	69
Grade 5	29
Grade 6	27
Total Enrollment	441



Last updated: 2/1/2018

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

Student Group	Percent of Total Enrollment
Black or African American	19.3 %
American Indian or Alaska Native	0.0 %
Asian	1.4 %
Filipino	0.7 %
Hispanic or Latino	45.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	24.5 %
Two or More Races	7.7 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.0 %
English Learners	7.3 %
Students with Disabilities	5.4 %
Foster Youth	0.7 %

Last updated: 2/1/2018

A. Conditions of Learning

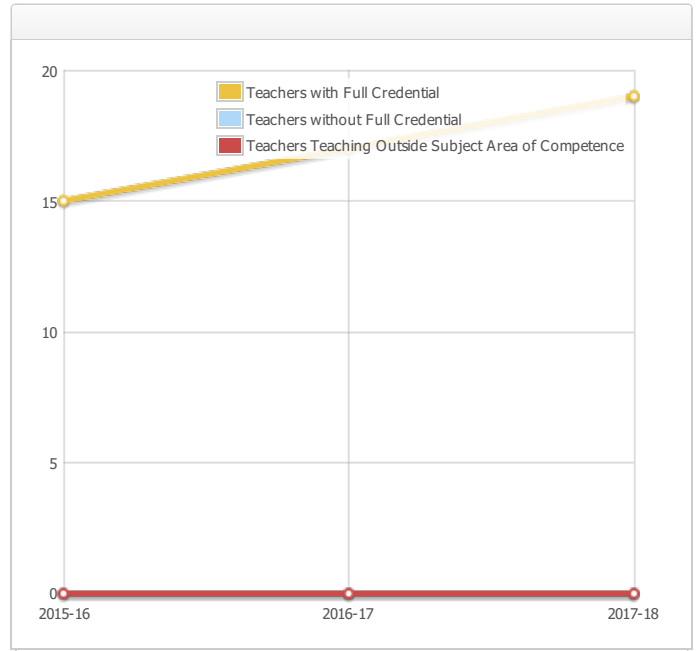
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	17	19	10
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 2/1/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • OWL. Publisher: Pearson. Grade: TK • Reading Streets. Publisher: Pearson. Common Core Aligned. Grades K-5 • Achieve 3000. Common Core Aligned. Grade: 6. 	Yes	0.0 %
Mathematics	<ul style="list-style-type: none"> • Kindergarden Mathematics. Publisher: Sinapore Math. Grade: TK-K • Primary Mathematics. Publisher: Singapore Math. Grades 1-5 • Dimensions. Publisher: Singapore Math. Grade: 6 	Yes	0.0 %
Science	<ul style="list-style-type: none"> • Interactive Science. Publisher: Pearson. Grades K-4 • FOSS Full Option Science System. Grades 5 & 6 	Yes	0.0 %
History-Social Science	Social Studies. Publisher: Scott Foresman. Grades K-5	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

REACH Leadership STEAM Academy is housed in a temporary facility on the property of Grace United Methodist Church in Riverside, CA. The Kindergarten wing holds classes in existing classrooms owned by the church. The remaining classrooms, administration building, and multipurpose room are housed in leased portables which are maintained and leased by the school. The property is in good repair, the grounds are very clean and safe. The property is located within walking distance of the University of California at Riverside. Construction and connection of the portables was completed in August of 2017.

The outdoor playground areas are paved and in good repair; however, the soccer field and two large play areas that will eventually house play equipment for both Kindergarten and the main playground currently lay dormant. In the 2018-19 school year, the charter school intends to complete the outdoor play areas; however, completion will depend upon fundraising efforts by the school board, faculty, staff, parents and administration.

Last updated: 2/1/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<ul style="list-style-type: none"> Heating and Air conditioning units were replaced on the Kindergarten wing in December 2017.
Interior: Interior Surfaces	Good	<ul style="list-style-type: none"> Doors along the Kindergarten wing are in need of replacing. Replacement is scheduled for Summer 2018. The parking lot will be resurfaced and restriped in Summer 2018.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The property is treated for pests monthly as a preventative measure.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Kindergarten restrooms are older but are in good working order and are cleaned nightly by a cleaning crew and throughout the day by the school custodian.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The grounds are in very good condition; however, more playground equipment is desired.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/1/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to become involved in several different aspects of school life, including governance. Here are a list of ways that parents can become involved.

- Parent Teacher Organization (PTO)
- Local Control Accountability Plan (LCAP) Committee
- Safety Committee
- Monthly meetings with the director
- English Learner Advisory Committee (ELAC)- Parents of students with first language other than English
- African American Advisory Committee (AAAC)
- Volunteerism (inside and outside of the classroom)
- Fundraising
- School Governing Board
- Parenting Classes

For more information, contact Marilyn De La Cruz at mdelacruz@reachroyals.org.

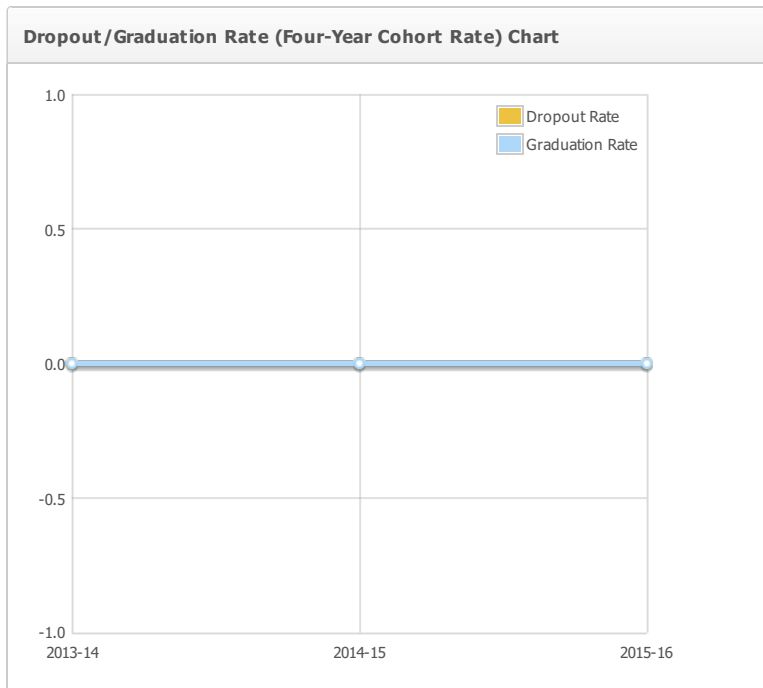
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	87.2%	89.4%	89.3%	81.0%	82.3%	83.8%



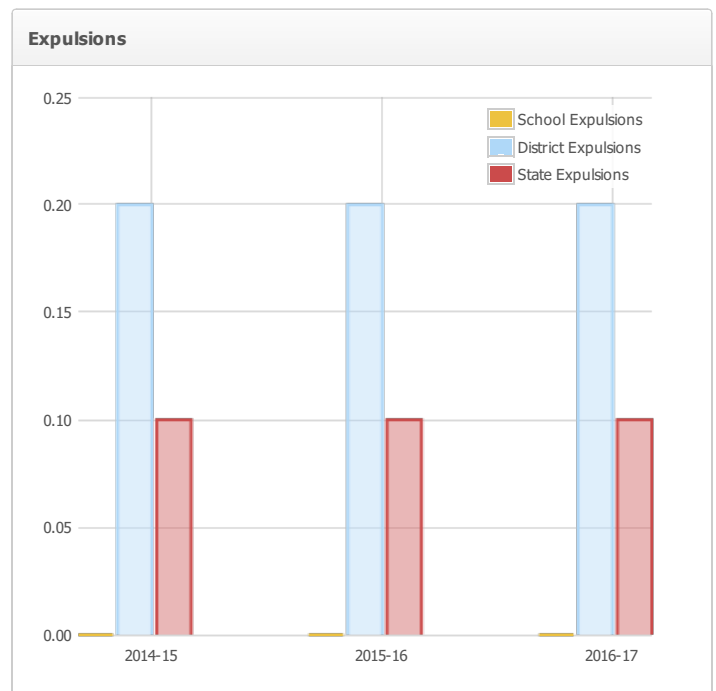
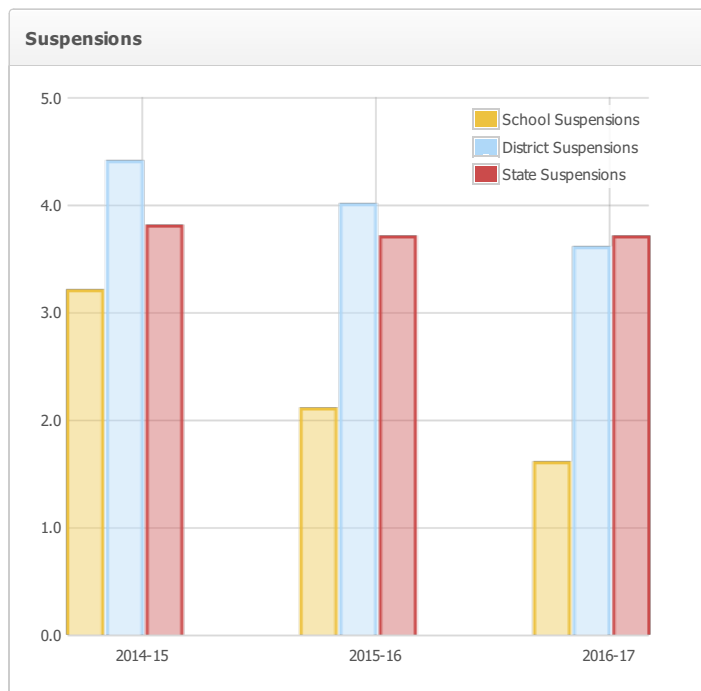
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.2%	2.1%	1.6%	4.4%	4.0%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

A comprehensive school safety plan was developed prior to the school's opening in Summer of 2012. Each year the plan is reviewed and updated depending on the needs associated with the school campus and needs of students and families at that given time. Each year the safety plan is updated and/or revised by the Safety Committee. The committee consists of school personnel, including the executive director, parents, and community members. Local police and fire personnel are consulted. The plan is then submitted to the REACH School Board for approval. The last update to the Safety Plan was conducted March 1, 2017. The plan includes fire, earthquake and active shooter protocol and preparedness which is practiced monthly by the entire school body.

Last updated: 2/1/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	1	3	0	22.0	1	3	0	23.0	1	3	0
1	27.0	0	3	0	29.0	0	3	0	25.0	0	3	0
2	28.0	0	3	0	25.0	0	3	0	28.0	0	3	0
3	31.0	0	1	0	28.0	0	3	0	23.0	1	2	0
4	31.0	0	1	0	32.0	0	1	0	23.0	1	2	0
5	0.0	0	0	0	28.0	0	1	0	29.0	0	1	0
6	0.0	0	0	0	0.0	0	0	0	27.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	1	11	0	28.0	1	13	0	28.0	1	16	0
Mathematics	28.0	1	11	0	28.0	1	13	0	28.0	1	16	0
Science	28.0	1	11	0	28.0	1	13	0	28.0	1	16	0
Social Science	28.0	1	11	0	28.0	1	13	0	28.0	1	16	0

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

Last updated: 2/1/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

Last updated: 2/1/2018

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

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

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Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

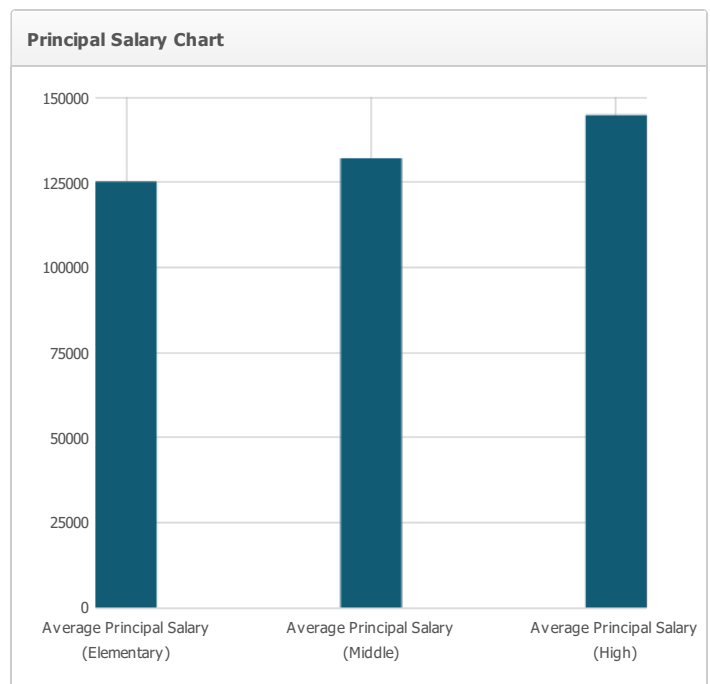
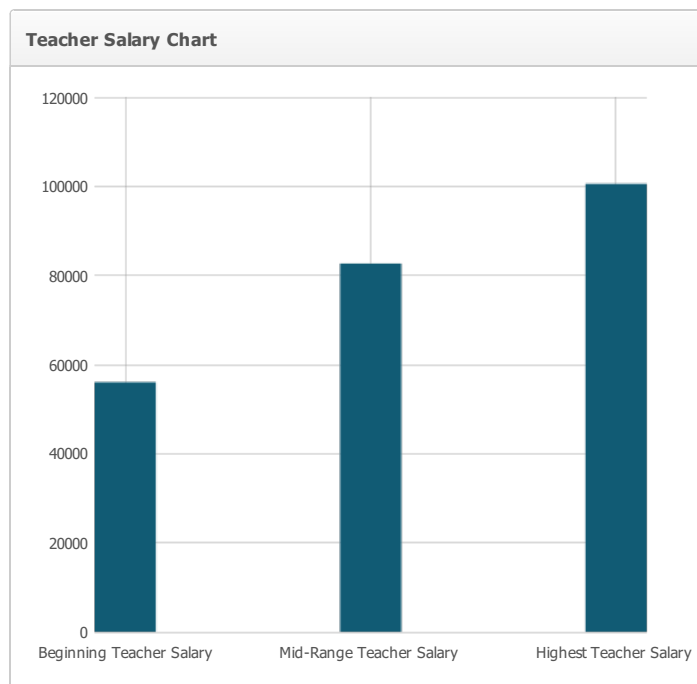
REACH Leadership STEAM Academy offers Foreign Language and strategic intervention classes to its students. Some students receive after school tutoring at no cost to families.

Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 2/1/2018

Professional Development

Educators are trained in data instruction and in the use of other research-based strategies throughout the school year, as needed, to support all students. Some professional development topics include but are not limited to:

- STEM Training
- Disaster Training

- Reality Pedagogy
- Math Conferences
- NGSS Training
- Singapore Math Implementation Training
- I Teach TK/K Conference
- Equity Training
- Engagement strategies
- Whole Brain Teaching
- Curriculum Implementation
- Implementation of Common Core State Standards

Last updated: 2/1/2018