

Achieve Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Achieve Charter School
Street	771 Elliott Rd
City, State, Zip	Paradise, CA 95969
Phone Number	530-872-4100
Principal	Steve Wright
E-mail Address	swright@achievecharter.org
Web Site	www.achievecharter.org
CDS Code	04615310110338

District Contact Information	
District Name	Achieve Charter School of Paradise Inc.
Phone Number	530-872-4100
Superintendent	Casey Taylor
E-mail Address	ctaylor@achievecharter.org
Web Site	www.achievecharter.org

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

Achieve is a K-8 public charter school committed to quality standards-based instruction through individual learning opportunities. Our character-building small school environment empowers students to be positive contributors to society.

Achieve Charter School of Paradise Inc. is organized as a non-profit 501c3 public benefit corporation. We were established in 2005 as a K-5 school with 100 students. In 2008, we expanded to a K-8 school, serving 213 students. In 2015 we expanded our Kindergarten through 3rd grades from 20 to 24, to accommodate 232 students. We currently have a waiting list of over 200 students. We are proud of the accomplishments made by Achieve over the last 13 years. ACS has a large waiting list, outperformed all schools in the Paradise Unified School District, a high attendance rate, impressive parent involvement, high teacher/staff satisfaction and involvement, strong local governance, sound finances, research-based instructional and assessment strategies and character education embedded in our strong sense of community. Achieve is closing the achievement gap between low and high income students and low income students at Achieve are currently out performing high income students in the Paradise Unified School District. We believe Achieve Charter School has made a positive impact on the students and families it has served, not only academically, but socially and emotionally. Our first and foremost objective is to foster a sense of community and invite, encourage, and assist families and students in participating in, believing in, and committing to education. Our mission is to provide quality standards-based instruction through individual learning opportunities. Our character-building small school environment empowers students to be positive contributors to society. Achieve Charter School targets the following students:

- Students whose academic needs are not being met in a large school environment;
- Students who need a small school environment with personalized attention;
- Students who are underachieving in core academic subjects;
- Students whose performance does not match their potential.

To accomplish our mission, and raise the academic achievement of our target population, our program is based on the following:

- Developing a school-wide sense of community;
- Providing a challenging learning environment through high standards;
- Offering highly qualified and supported teachers;
- Encouraging a high attendance rate and offering an increased number of instructional minutes;
- Utilizing research based pedagogical strategies- integrated curriculum, diagnostic assessment, integrated arts, integrated technology, language development, authentic experiences, direct and inquiry-based instruction, and project based instruction;
- Developing Personalized Learning Plans for each student in collaboration with teachers, parents, and students;
- Providing support for students performing below and above grade level;
- Using challenging, standards-based curriculum;
- Preparing and supporting staff through regular professional development

Operating under California Charter Law has afforded ACS flexibility not found in traditional public schools, subject to California Education Code and union bargaining agreements. This flexibility is realized in our funding model from the state, instructional practice allowances, local governance, and independent staffing. Local control, lack of bureaucracy, and independence has led to a steady increase in student achievement and overall operational success at Achieve Charter School. In 2015 our school was recognized as a California Distinguished School by the State of California. ACS currently boasts a waiting list of more than 200 students, and has an attendance rate of 98%. Statistics show Achieve Charter School is one of the highest performing K-8 schools in the community. Our program is getting results and is in high demand.

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	24
Grade 3	24
Grade 4	26
Grade 5	26
Grade 6	29
Grade 7	30
Grade 8	26
Total Enrollment	233

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	3.9
Asian	1.7
Filipino	0.4
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0
White	77.3
Two or More Races	1.7
Socioeconomically Disadvantaged	43.3
English Learners	0.9
Students with Disabilities	8.6
Foster Youth	0

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	10	9	9	9
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-1 Zoo Phonics August 2014, K-2 Handwriting without Tears 2014, iReady August 2015, Read Live 2015, Lexia 2016, Barton 2016	Yes	0
Mathematics	K-2 Person enVisions August 2012; 3-5 Harcourt Go Math August 2012; 6-8 College Preparatory Math August 2012 iReady August 2015, ST Math August 2016	Yes	0
Science	6-8 Health and Science Pipeline Initiative (HASPI)	Yes	0
History-Social Science	6-8 History Alive August on-line versions August 2014, Pearson K-5 2012	Yes	0
Foreign Language	N/A	Yes	0
Health	N/A	Yes	0
Visual and Performing Arts	N/A	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Achieve Charter School leases facilities privately from St. Thomas More Catholic Church. St. Thomas More replaced the roofing, HV/AC units, and resurfaced the parking lot and playground blacktop over the summer of 2013. St. Thomas More employs a full-time plant manager to oversee the safety, cleanliness, and adequacy of the school facility.

With the implementation of Proposition 39 Funds, Achieve replaced classroom, hallway, and parking florescent lighting with LED lighting. Motion sensors were also installed in lighting systems in classrooms, hallways, and parking lots in 2015. During the Summer of 2016 Achieve replaced the HV/AC units in the office, 1st and 2nd grades and replaced motors in the HV/AC units in 3rd-5th grades and the Multi-Propose Room/Kindergarten wing.

Carpet was replaced in the 4th and 5th grade classrooms and the office. The exterior of the school as painted during the summer of 2016. The sink in the kitchen was replaced in January 2017.

Portable classrooms were inspected for mold Spring 2017 and were found without mold.

In May 2017 PUSD conducted a FIT report. All recommendations (listed below) were addressed and completed by July 2017:

1. Power strips in middle school classrooms overloaded
2. Mirrors in bathroom sedured
3. Secure file cabinets and bookshelves in all classrooms
4. Secure storage over 4 feet in all classrooms and kindergarten bathroom
5. Repair tears in carpet in 1st, 2nd and 7th grade classrooms

In addition, the roof of the library, science lab, and 8th grade classroom were repaired along with the HV/AC unit in the library. 1st, 3rd, 4th and 5th grade classrooms were painted.

No other maintenance is needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 05/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Power strips in middle school were overloaded. Additional power strips were added.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bark in play structure was replaced Fall 2017

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 05/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	59	53	40	41	48	48
Mathematics (grades 3-8 and 11)	51	45	26	30	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	160	99.38	52.5
Male	71	70	98.59	47.14
Female	90	90	100	56.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100	38.89
White	126	125	99.21	56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	42.25
English Learners	--	--	--	--
Students with Disabilities	18	17	94.44	29.41

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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	160	99.38	45
Male	71	70	98.59	45.71
Female	90	90	100	44.44
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100	27.78
White	126	125	99.21	47.2
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	32.39
English Learners	--	--	--	--
Students with Disabilities	18	17	94.44	11.76

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.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77	75	57	56	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.5	23.1	53.8
7	27.6	20.7	48.3

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.

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)

All parents are encouraged to sign a contract committing to donate 20 volunteer hours per family per year to Achieve Charter School. Volunteer hours can be accumulated numerous ways on or off campus; during, before, or after school. Please see school office staff, individual teachers, or your Parent Advisory Council Classroom Representative for ways you can donate your time. volunteer opportunities are also listed in weekly school and classroom newsletters. The School will provide Fall/Winter and Spring/Summer Volunteer Hour Log Sheets during the school year. Please track your volunteer hours and return the log sheets to school when requested.

Additional Opportunities for Parent Involvement:

Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals;

School and staff evaluations - parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at Achieve to be reviewed by staff and faculty for consideration of improvement of the School;

Student-led conferences - students lead conferences on their work during the year to keep parents informed;

Volunteer opportunities at Achieve – the ASC will maintain a list of various opportunities for parents to volunteer at the School. For example, parents have the opportunity to help in classrooms, lead extracurricular activities, assist in event planning, attend study trips and serve on parent committees;

Fundraising - parents and community members work with Achieve to raise additional resources to support students and the school program; and

Advocacy - parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.

Board Governance: 2 seats on the Achieve Board of Directors are held by parents voted in by the parents of Achieve Charter School

Parent Advisory Council: In an effort to promote and increase parental involvement and leadership, the Achieve Charter School Board of Directors developed the Parent Advisory Council (PAC). The PAC shall act as an advisory to the staff and to the Board of Directors suggesting items for action or attention. It reports directly to the Principal. It shall also supervise and organize parent volunteers, appoint and supervise the various parent committees, and shall conduct fundraising events. The PAC will meet on the first Tuesday of each month at 6:30 pm in the Multi-Purpose Room. This is an appointed committee of the School Board of Directors and will abide by all open meeting laws and be conducted according to the Brown Act. All Achieve Charter School parents will be encouraged to attend.

Parents participate in the development of the school's Strategic Plan and LCAP documents by serving on committees, participating in surveys, and sharing ideas directly with school leadership and staff.

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	1.8	0.4	1.7	9.4	8.1	7.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.5	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Achieve Charter School has a comprehensive Safety Plan that includes emergency procedures, safety policies for students and staff, school rules and discipline policies, the dress code, character education, visitors and chaperons procedures, and suspension and expulsion policies. The plan is reviewed and revised annually with staff and adopted by the Board of Directors as needed. Policies are also discussed with students and parents at the beginning of each school year and on an as needed basis. Achieve Charter School maintains a Safety Committee made up of the Superintendent/Principal, St. Thomas More Plant Manager, Achieve Parent Board Member, and Staff Safety Liaison. The committee meets monthly to discuss and address safety issues and concerns.

VOLUNTEER GUIDELINES

Volunteers must check in through the office and pick up a Volunteer ID badge. School volunteers are not permitted to be in the charge of students without an Achieve staff member present unless fingerprints have been cleared from DOJ and FBI. All field trip divers and overnight chaperons must be fingerprinted with DOJ and FBI. Fingerprint forms available in the office. Contact police department or a licensed fingerprinting agency to schedule a Live Scan appointment (office has contact phone numbers). Bring a completed copy of the Fingerprint Live Scan back to the school office.

Authority given to a volunteer is at the discretion of the teacher who is directly responsible for the instruction, safety, and discipline of the students. The classroom teacher will specify what the Volunteer’s responsibilities are for that particular visit. Volunteers may not divulge confidential information to which they may have access in the classroom or in the school. It is a state law that the rights of students are to be respected and that personal information about them is not to be revealed.

ACS Playground Expectations Rules of Behavior

1. Follow directions
2. Be respectful
3. Keep hands, feet, objects and voice to self.
4. Eat or play in designated areas only (no gum)
5. Use playground equipment properly
6. Walk in the halls

If a child chooses to break a rule at school, the following consequences will occur:

- Level 1: Verbal Warning
- Level 2: Benched for age appropriate time

Level 3 Pink Slip will be sent home to be signed by the parent and returned the next school day. Consequence will be decided on an individual basis by the adult in charge.

Level 4: As result of a severe disruption, student will be sent immediately to the principal. Parent will be notified by the principal. Consequence will be decided on an individual basis by the Principal. Severe disruptions include: fighting, crude or offensive language, leaving school grounds without permission, disrupting the classroom work environment, sexual harassment, possession of drugs, alcohol, tobacco, knives and firearms. Such consequences include but are not limited to: Parent conference, school service, in-school suspension, at-home suspension, loss of special privileges and detention.

Safety Rules for the Playground Area:

Picnic Tables: Students must sit at picnic tables while eating snack during recess and must sit for at least 10 before being excused from lunch. They must raise their hand to be excused after eating. Please do not excuse a student until the area around them is cleaned up. Students need to eat their protein before treats. Exchanging lunch items is not allowed. Students should take home uneaten portions so their families know what they ate for lunch. Candy and soda should be saved for after school. No running in the rocks around the tables at any time. No sitting or standing on top of tables

Play structure: No running in the bark around the play structure. There are too many poles that students have run into while playing chase. Students need to go down the slide only on their bottoms one at a time. No pushing on the slide or anywhere on the play structure is allowed. Students should go one at a time around the monkey bars and only use them if they can reach them.

Off limit areas: the hill, BBQ pit and dumpster: Students are never allowed on the hill unless they have permission from an adult to retrieve a ball or other piece of equipment. Students should not be playing in any dirt area at anytime. Students should not be around the BBQ pit or dumpster at all.

5 minute whistle: A "5 minute whistle" is blown 5 minutes before the bell. Students freeze, yard duty gives instructions "put equipment away, wash hands, get drink, use restrooms." Students are no longer allowed to bounce balls or play on play structure. Please encourage students to wash their hands before going back to class

Equipment: Balls should only be used for their specific purpose (basketballs used for basketball, etc.) Soccer balls are the only balls to be kicked, never bouncy balls. If students intentionally kick or throw a ball out of school bounds (lower field, over the fence, on the hill) they will lose equipment privileges and may be asked to replace the ball. Jump ropes should be used for jump roping only and never used to tie anything or anyone up. Hula hoops should be used for hula hooping used by one person at a time. No hanging on the basketball hoop or standing on the basketball base.

Equipment Shed: Students should never be in the equipment shed. Adults will pull equipment out for students as needed.

Achieve Charter School of Paradise Emergency Plan

Lock Down Procedures

1. Bring nearby students into your room. Clear hallway near your room. Nobody is to be outside.
2. Lock all doors, turn off lights.
3. Quiet all students and staff.
4. Have students get down on the floor away from windows.
5. Close windows and shades.
6. If possible, communicate whereabouts of intruder to office.
7. Listen and follow any specific instructions on intercom.
8. Keep room as quiet and as still as possible.
9. Do not open the door for any reason. Emergency responders will have a key. Lock down will end with notification from the Principal or designee. If in doubt, remain in lock down.

LOCK DOWN

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		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

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	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1	N/A
Other	2.0	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5580	\$703	\$4877	\$66,942
District	N/A	N/A		\$66,942
Percent Difference: School Site and District	N/A	N/A		0.0
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-29.6	-4.0

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

Types of Services Funded (Fiscal Year 2016-17)

Achieve Charter School receives Federal Special Education funding to run it's own Special Education Program. Achieve is an LEA of the Butte County SELPA. Achieve is also part of the National School Lunch Program and receives reimbursement funds to provide breakfast and lunch to students who qualify for free and reduced priced meals.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,000	\$44,144
Mid-Range Teacher Salary	\$56,064	\$69,119
Highest Teacher Salary	\$98,612	\$86,005
Average Principal Salary (Elementary)	\$93,996	\$106,785
Average Principal Salary (Middle)	\$96,938	\$111,569
Average Principal Salary (High)	\$100,034	\$121,395
Superintendent Salary	\$155,500	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Achieve has 2.5 hours of scheduled staff development time per week and a total of 10 full staff development days scheduled before, during and after the school year. Achieve teachers also visit at least one other innovative, successful charter school each year.

Staff development most commonly occurs on Fridays from 1:00-3:30 in a collaborative learning environment. Staff also attends conferences, workshops, and participates in classroom and school observations and visits.

Staff development is scheduled around annual school initiatives as determined by the staff and board of directors. Since 2013, instructional initiatives have consisted of Common Core State Standards implementation, Next Generation Science Standards, Special Education and Response to Intervention programs and procedures, and technology usage in the classroom by students and teachers.

Achieve appointed a Lead-teacher/Vice Principal in charge of supporting teachers as they implement instructional initiatives beginning 2014. In 2017 that teacher was promoted to Principal of the K-8 Charter School, under the direction of the School's now Superintendent.

School initiatives and professional development for 2017 include:

1. Research and implementation of a multi-tiered system of support. This includes understanding adverse childhood experiences, researching and implementing a social emotional learning curriculum, refining mindfulness instruction and practices, staff implementation capacity inventory, and implementing a SEL screener
2. Implementing and refining Math, ELA, and Next Generation Science Standards with a focus on assessments. Teacher on special assignment is providing coaching and co-teaching with classroom teachers
3. Refine interventions to close the achievement gap and provide access to curriculum for all