

Achieve Charter School of Paradise

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Achieve Charter School of Paradise
Street	771 ELLIOTT ROAD
City, State, Zip	Paradise
Phone Number	530-872-4100
Principal	Erika Etchison
Email Address	eetchison@achievecharter.org
School Website	www.achievecharter.org
County-District-School (CDS) Code	04615310110338

2022-23 District Contact Information

District Name	Achieve Charter School of Paradise Inc.
Phone Number	5305146724
Superintendent	Casey Taylor
Email Address	ctaylor@achievecharter.org
District Website Address	www.achievecharter.org

2022-23 School Overview

Achieve is a community-minded school that meets all students where they are on their road to success through innovative and personalized education. A leader in community-rooted education, our goal is to cultivate positive, world-changing humans.

Achieve Charter School of Paradise Inc. is committed to driving change that improves the quality of life, education level, economic development, and mindset of the Ridge and surrounding communities. The Achieve organization will positively affect the public education system as a whole by increasing educational options for students, increasing population and enrollment in Paradise, and modeling best practices for decreasing the achievement gap, increasing the number of graduates prepared for college and/or career, engaging parents, inspiring students, empowering teachers, and involving the greater Butte County community.

Achieve Charter School of Paradise Inc. (Achieve) is organized as a non-profit, 501c3 public benefit corporation with an independent board of directors legally and fiscally responsible for operating one or more charter schools. The organization currently operates Achieve Charter School of Paradise, authorized by the Paradise Unified School District, and Achieve Charter School of Chico, authorized by the Chico Unified School District. Achieve also holds a 9th-12th grade high school charter, Achieve Charter High, authorized by the Butte County Office of Education, that is currently non-operational and awaiting its rebuild in Paradise. Achieve Charter School of Paradise returned to its Paradise campus at 771 Elliott Rd in the 21-22 school year. Achieve Charter School of Paradise is currently serving K-5th grade students and will add 6th grade in the 23-24 school year.

We believe learning best occurs in a small school community where every student is known and develops strong relationships with adults and peers. Achieve offers personalized learning, career exploration, a school-wide sense of community, emphasis on character building, a challenging learning environment with high expectations, academic and social-emotional supports, research-based instructional strategies taught by highly qualified and trained teachers, high attendance rates, and an increased number of instructional minutes.

In 2005, a group of educators, community leaders, and parents invested time, expertise, and personal finances to develop and open Achieve Charter School of Paradise. Achieve opened, authorized by the Paradise Unified School District, with 100 Kindergarten through 5th-grade students, 9 staff members, and a loan from Butte Community Bank. By 2010 Achieve expanded to middle school, serving 212 Kindergarten through 8th-grade students with 20 staff and a healthy financial reserve.

2022-23 School Overview

In 2012 Achieve joined the National School Lunch Program to provide free and reduced meals to students and became its own Local Education Area for Special Education. Achieve hired its own Special Education staff to provide a full continuum of special education services to students with special needs fully integrated within the general education environment. Since our inception, our goal has been to close the achievement gap between high and low-income students. A focus on school-wide instructional practices, strategic and preventative interventions, and personalized learning plans for each student resulted in Achieve being named a California Distinguished School in 2014 and again in 2017 for closing the low-income achievement gap. Our school in Chico, Achieve Charter School of Chico, was named a 2023 California Distinguished School.

In November 2018, the Paradise Camp Fire forced all schools in Paradise, including Achieve's K-8, to relocate to surrounding cities. Achieve's K-8 relocated to Life Church of Chico, where classes were held in sanctuaries, Sunday school classrooms, church nurseries, and outside spaces. That December, 90% of Achieve's students returned to our temporary campuses in Chico, some driving 2 hours both ways from temporary housing. 100% of Achieve's student population, 90% of Achieve's staff, and all Achieve's board members lost homes in the Paradise Camp Fire. Achieve leaders began brainstorming how to serve a student population who all qualified as homeless, provide mental health support to staff, students, and families in trauma, and begin building a temporary school campus on the empty 2 acres behind Life Church. On January, 6 of the planned 18 portables for the new school were installed in the Life Church parking lot to provide office space for both our K-8 and high school and classroom space for the K-8 and high school students. Supplies and funds poured in along with counseling services. By March, Achieve was breaking ground on the new campus in Chico but was also making the difficult decision to put ACHS on hold for the next few years as uncertainty around future enrollment projections, and the future of Paradise grew.

As the 2018-2019 school year ended, the Achieve community was heartbroken as we said goodbye to ACHS staff, students, and families, and to 70 of our K-8 students and families who moved away from the area that summer due to the fire. At the same time, we were extremely grateful for the outpouring of support we received from charter schools across the state, businesses, and organizations locally and nationwide, and specifically to the California Charter Schools Association, the North Valley Community Foundation, the Chico Unified School District and the Butte County Office of Education. These schools, businesses, and organizations reached out to help us quickly recover and reopen after the fire. They provided resources, grants, expertise, and gifts to our staff and students, helped us build our new campus, and provided mental health services and support to our community.

Achieve began the 2019-2020 school year with a ribbon-cutting ceremony, celebrating the completion of our K-8 campus in Chico with supporters from across the country. Our staff welcomed 70 new students, all Camp Fire survivors who had relocated to Chico. Achieve leadership and staff focused on refining our multiple-tiered system of support, recognizing all of our students would need the most intense academic and social-emotional supports available. With the support of the North Valley Community Foundation and the Butte County Office of Education, Achieve was able to provide crisis counseling, mental health support, and social-emotional learning and instruction. These supports were integrated into daily all-school morning assemblies, classroom instruction, small group instruction, and one-on-one counseling provided by the school principal, school psychologist, trauma recovery specialist, crisis counselors, teachers, and paraprofessionals. Along with academic interventions, Achieve students showed improvements in mental health and academic growth from the fall to the spring.

On Friday, March 13, 2020, Achieve received notice that all schools in Butte County would be closed for in-person instruction effective the following Monday in an effort to prevent the spread of COVID-19. Achieve staff sent independent study work packets home with students that Friday and quickly got to work, developing a rigorous distance learning program that would continue to provide academic and social-emotional supports to students remotely. We launched our distance learning program that Wednesday, March 18, 2020, losing no instructional days.

Along with all public schools in California, Achieve opened the 2020-2021 school year in distance learning. However, Achieve staff spent the summer training and preparing new curriculum and online platforms that would allow for a higher quality of remote learning and would transition smoothly between remote and in-person instruction. On October 19th, 2020, with the support of the Achieve Board of Directors, staff, families, and the Butte County Public Health Department, Achieve was able to implement safety protocols to reopen for in-person learning for all students, five days a week, for five and a half hours per day. At the close of the 2020 fall semester, Achieve students continued to show improvements in mental health, and 70% of our students scored at grade level on benchmark assessments.

In 2021-2022, Achieve Charter School of Paradise reopened at its original campus in Paradise, and Achieve Charter School officially opened in Chico at our temporary campus. This year Achieve Charter School of Paradise is in its second year back in Paradise, and Achieve Charter School of Chico is in its second year of operation with a permanent occupancy permit being issued by the City of Chico. Both schools added Spanish instruction, hired a reading specialist, and continue to offer crisis counseling. Both schools' after-school programs are growing and focus on trauma recovery and are supporting the school's academic programs.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	11
Grade 2	21
Grade 3	11
Grade 4	16
Grade 5	12
Total Enrollment	94

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	2.1
Filipino	0.0
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.4
White	59.6
English Learners	6.4
Foster Youth	0.0
Homeless	8.5
Migrant	0.0
Socioeconomically Disadvantaged	45.7
Students with Disabilities	11.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	72.70	98.30	80.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	18.11	5.20	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	9.01	7.30	6.02	12115.80	4.41
Unknown	0.00	0.00	10.20	8.33	18854.30	6.86
Total Teaching Positions	10.90	100.00	122.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.90	
Total Out-of-Field Teachers	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Zoo Phonics August 2014 (K-1) Handwriting without Tears 2014 (K-2) iReady August 2015 Read Live 2015 Lexia 2016 Barton 2016 Summit Learning August 2020 (4-5) Wonders 2020 (K-3) Haggerty (1-2)	Yes	0
Mathematics	Pearson enVisions (K-2) Harcourt Go Math (3) iReady ST Math IM Math via Summit Learning (4-5)	Yes	0
Science	STEM taught (K-5) Mystery Science (K-5) Generation Genius (4)	Yes	0
History-Social Science	Pearson (K-3) Summit Learning (4-5)	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Achieve Charter School leases facilities privately from St. Thomas More Catholic Church. St. Thomas More has completed multiple upgrades on the campus as they repaired infrastructure and buildings on the property that were damaged in the Camp Fire. A new playground and security cameras were installed in 2021. Electricity, septic, and internet wiring were repaired.

Achieve currently leases the school building at St. Thomas More, comprised of 3 wings that include K-5th grade classrooms, a library, a multi-purpose room, a kitchen, 2 staff bathrooms, a staff room, five student bathrooms, a learning lab, a science lab, and main office. In addition, Achieve owns one portable classroom on the campus used for counseling and special education services. We have conducted safety drills at this location and work closely with Butte County Office of Education, the Paradise Police Department and CalFire to update and integrate lockdown and evacuation procedures with other town municipalities. Planned improvements include additional landscaping, outdoor classroom space, and updated HVAC units.

Year and month of the most recent FIT report

10/19/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		We are planning to replace HVAC units
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
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		The playground structure is new, but had a few loose bolts at the time of the FIT report. Bolts have been tightened.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	28	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	43	100.00	0.00	20.93
Female	24	24	100.00	0.00	25.00
Male	19	19	100.00	0.00	15.79
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	21.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	22.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	43	100.00	0.00	27.91
Female	24	24	100.00	0.00	25.00
Male	19	19	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	28.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	12	12	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	46.15	50	21.53	22.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100	0	50
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

All parents are encouraged to be involved at Achieve Charter School. Opportunities for involvement are listed in weekly school and classroom newsletters and in updates from Parent Advisory School Council classroom representatives. Parents are expected to participate in 3 personalized learning plan conferences per year, and attend student work expo events.

Other opportunities for parent involvement are:

Participating in parent surveys- parents participate in surveys 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. Since the Camp Fire, and more recently during distance learning due to the COVID 19 pandemic, multiple surveys have gone to parents to help inform leadership on supports and programs needed by families such as supports needed for academic progress, mental health, technology and connectivity needs, and basic needs such as food. Parents are also giving valuable input to program design and delivery as we develop plans for additional state and federal funding.

Volunteering- Parents are encouraged to volunteer in the classroom. Parents coach sports teams, drive on field trips, help plan school events and serving on parent committees.

Fundraising - Parents and community members are working with Achieve to raise additional resources to support students and the school program. This year parents are helping plan our annual auction.

Advocacy - parents and community members communicate the school design and outcomes to the public and policymakers. Parents advocate for necessary policies and resources.

Board Governance- 2-4 seats on the Achieve Board of Directors are held by parents.

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. The PAC also serves as the school's Title 1 Parent Advisory

2022-23 Opportunities for Parental Involvement

Council. 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 meets on the second Tuesday of each month at 6:30 pm.

LCAP and Strategic Planning- 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	113	108	11	10.2
Female	60	57	3	5.3
Male	53	51	8	15.7
American Indian or Alaska Native	0	0	0	0.0
Asian	3	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	19	19	4	21.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	70	67	6	9.0
English Learners	7	6	1	16.7
Foster Youth	1	1	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	58	54	10	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	21	7	33.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.46	7.38	2.45
Expulsions	0.00	0.21	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.16	2.65	1.60	7.71	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.65	0.00
Female	0.00	0.00
Male	5.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.86	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	0.00

2022-23 School Safety Plan

Achieve Charter School has been working with the Butte County Office of Education's Department of Disaster Preparedness and School Safety, Town emergency responders and other local charter schools to develop a Comprehensive School Safety Plan (CSSP). The CSSP will be approved by the Achieve Charter School Board of Directors at the February Board Meeting. The School's safety committee reviewed the plan at the October Safety Committee Meeting.

The CSSP includes the following elements:

Assessment of current status of school crime

Child abuse reporting procedures

Disaster procedures

Drop procedures for earthquake

Procedures for persons with disabilities

Procedures to allow a public agency to use school buildings during emergency

Suspension and expulsion policies

Procedures to notify teachers of dangerous pupils

Discrimination and harassment policies

Hate crime reporting procedures

School wide dress code policies prohibiting gang attire

Procedures for safe ingress and egress

Policies enacted to maintain a safe and orderly environment

Rules and procedures on school discipline

Procedures for conducting tactical responses to criminal incidents, including individuals with guns on campus

Achieve Charter School maintains a Safety Committee made up of the Superintendent, School Principals, property owners, Achieve board members, parents and staff safety liaisons. The committee meets monthly to discuss and address safety issues and concerns. Achieve contracts with Catapult EMS to implement a comprehensive emergency communication system. Staff was trained on Safety Plan protocols on February 3, 2023.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	24		1	
2	24		1	
3	24		1	
4	26		1	
5	26		1	
6	13	7	4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	24		1	
2	24		1	
3	24		1	
4	26		1	
5	26		1	
6	19	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	11	1		
2	21		1	
3	11	1		
4	16	1		
5	12	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,218	\$2,631	\$10,587	\$67,600
District	N/A	N/A		\$70,925
Percent Difference - School Site and District	N/A	N/A		-4.8
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	46.5	-15.8

2021-22 Types of Services Funded

Achieve Charter School receives Federal Special Education funding to run the Special Education Program at the school. Achieve is an LEA of the El Dorado Charter SELPA and provides special education services in a full inclusive model. Achieve is also part of the National School Lunch Program and contracts with Paradise Unified School District to provide breakfast and lunch at no cost to all students. Achieve invests LCAP supplemental funds on program and staff to provide high levels of push in and pull out intervention services. Last year Achieve became a Title 1 School and will receive additional funds to supplement and increase intervention services in reading, math and behavioral supports.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,060	\$48,503
Mid-Range Teacher Salary	\$60,700	\$74,912
Highest Teacher Salary	\$99,998	\$100,321
Average Principal Salary (Elementary)	\$110,189	\$122,160
Average Principal Salary (Middle)	\$97,676	\$127,632
Average Principal Salary (High)	\$121,557	\$137,578
Superintendent Salary	\$159,000	\$198,665
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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. However due to COVID, staff has not able to visit other schools. We are scheduling a visit to a Summit Learning school in San Diego this spring. In addition, Achieve staff participates in an additional week of professional development during the summer to train in instructional strategies. 4th-5th grade and special education staff using the Summit Learning program participate in weekly coaching calls and in person coaching through a partnership with Aspen Public Schools and the Silicon Schools Fund.

Achieve's leadership team participated in the Relay Graduate School of Education's Leadership Program focused on coaching teachers. This program was funded through a grant and partnership with the Silicon School Fund. This year school leaders are participating in instruction coaching training through a contract with Instruction Partners, also funded through Silicon Schools Fund.

Regular staff development 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.

School initiatives and professional development for 2022-23 include:

1. Pilot and implement newly adopted curriculum to fidelity and evaluate for effectiveness in improving instructional practices and student mastery of CCSS K-5. This includes training in Wonders and Summit, parent training in Summit, and the use of the Get Better Faster Observation and Feedback Protocol.

2. Refine multi-tiered system of support with specific focus on trauma recovery and SEL. This includes piloting SEL curriculum K-4; implementation of Summit Learning Habits of Success 4-5; incorporating the Virtues Project and Habits of Success language into school-wide SEL program; continuing crisis counseling, trauma recovery and self regulation support in classrooms, small groups and one-on-one; implementation of the Balanced Brain Project after school program; continuing office referral tracking system; and Implementing regular student survey pulses.

3. Address learning loss as a result of the Camp Fire and COVID related issues with special focus on student subgroups, (economically disadvantaged, hispanic, and students with special needs) by refining and increasing intervention programs. This includes piloting reading specialist services, improve instructional strategies for hispanic/EL Learners, implement Get Better Faster instructional strategies and observation and feedback protocol and provide additional instructional support (floating sub, instructional aides, small class sizes)

The devastating effects of the Camp Fire are still felt by our community. In 2018 we implemented a multiple tiered system of support based on our new student demographic of all our students and staff requiring tier 3 support. Thanks to the support of many local and state agencies and grants, we were able to develop a flow chart of support for students based on need and available services and implement high levels of support to 100% of our students. With the additional trauma of the COVID pandemic and distance learning, trauma recovery and mental health continues to be a focus this school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20