

# Achieve Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.



### Lucy Schmidt, Principal

Principal, Achieve Academy

### About Our School

Achieve Academy is a TK- 5th grade school, that is part of the Education for Change charter management organization. We are a community school, recently named a California Distinguished School, that prioritizes family and community partnerships by offering a health clinic, parent resource center, ESL and parenting classes, a thriving Family Leadership Council, and mental health services for the entire family. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction, computers in every classroom, wrap-around services with our Seneca partners, and build strong relationships between parents, staff, students, and community. At Achieve we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society. We encourage our children to take charge of their own learning, be reflective, and take responsibility for themselves, their family, and their community. Students, staff, and families live by our 5 Cs: community, collegiality, confidence, character, and commitment.

### Contact

*Achieve Academy  
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Oakland, CA 94601-2455*

*Phone: 510-904-6403  
E-mail: [lschmidt@efcps.net](mailto:lschmidt@efcps.net)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	Oakland Unified	<b>School Name</b>	Achieve Academy
<b>Phone Number</b>	(510) 434-7790	<b>Street</b>	1700 28th Ave.
<b>Superintendent</b>	Antwan Wilson	<b>City, State, Zip</b>	Oakland, Ca, 94601-2455
<b>E-mail Address</b>	<a href="mailto:antwan.wilson@ousd.org">antwan.wilson@ousd.org</a>	<b>Phone Number</b>	510-904-6403
<b>Web Site</b>	<a href="http://www.ousd.org">http://www.ousd.org</a>	<b>Principal</b>	Lucy Schmidt, Principal
		<b>E-mail Address</b>	<a href="mailto:lschmidt@efcps.net">lschmidt@efcps.net</a>
		<b>Web Site</b>	<a href="http://efcps.net/achieve">http://efcps.net/achieve</a>
		<b>County-District-School (CDS) Code</b>	01612590111476

*Last updated: 1/3/2017*

### School Description and Mission Statement (School Year 2016-17)

Achieve Academy is one of six high-achieving charter schools managed by Education for Change Public Schools. Achieve Academy is a TK - 5th grade school serving students in the Fruitvale neighborhood.

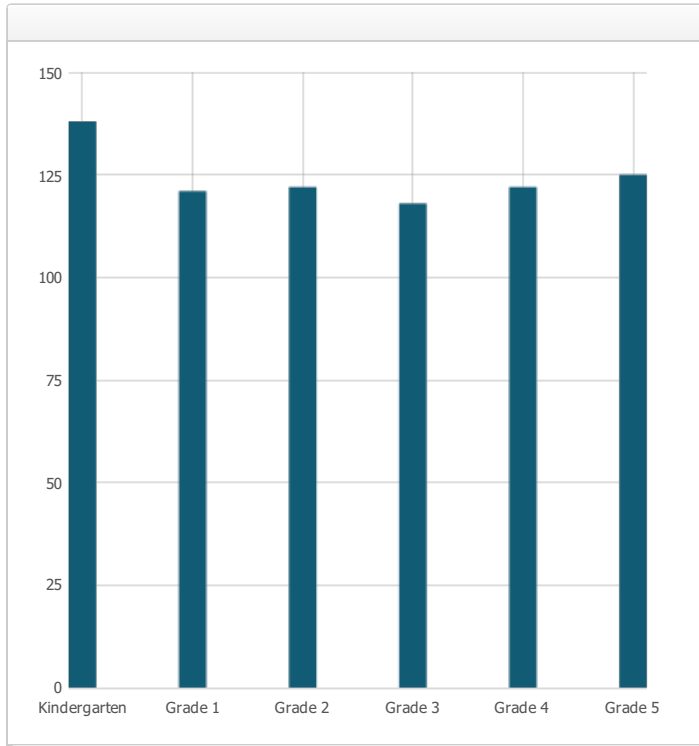
Education For Change's Mission is to: *Provide a superior public education to Oakland's most underserved children by creating a system of public schools that relentlessly focuses on the continuous refinement of high quality instruction.* The EFC curriculum presents every student with rigorous, coherent content and high expectations for achievement that are the foundation for high levels of learning. EFC uses research based curriculum aligned to state standards and proven effective with the student populations served at the site. Consistent with this instructional philosophy, Achieve Academy implements rigorous, research based curriculum across grade levels that highlights flexible thinking and problem solving using multiple strategies.

At Achieve Academy, a California Distinguished School, we believe that quality education includes more than just academics, it includes a strong focus on character development as well. Along with being masters of the Common Core State Standards, we see our student body and staff as a "caring community of learners" that effectively promotes students' intellectual, social, and ethical development. Every person at our school is there to support student success and learning: teachers, coaches, parent leadership team, our office staff, support staff, and community volunteers. We believe in supporting the whole family, and the campus also serves as a hub for community services through partnerships with East Bay Agency for Children, The Seneca Center, and La Clinica. We are preparing students for a successful future by having computers in every classroom, community involvement, rigorous lessons, and staff who are dedicated to all students.

*Last updated: 1/3/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	138
Grade 1	121
Grade 2	122
Grade 3	118
Grade 4	122
Grade 5	125
<b>Total Enrollment</b>	<b>746</b>



*Last updated: 1/11/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	3.8 %
American Indian or Alaska Native	0.4 %
Asian	2.9 %
Filipino	1.3 %
Hispanic or Latino	88.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.3 %
Two or More Races	0.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.8 %
English Learners	69.7 %
Students with Disabilities	5.4 %
Foster Youth	0.0 %

*Last updated: 1/3/2017*

## A. Conditions of Learning

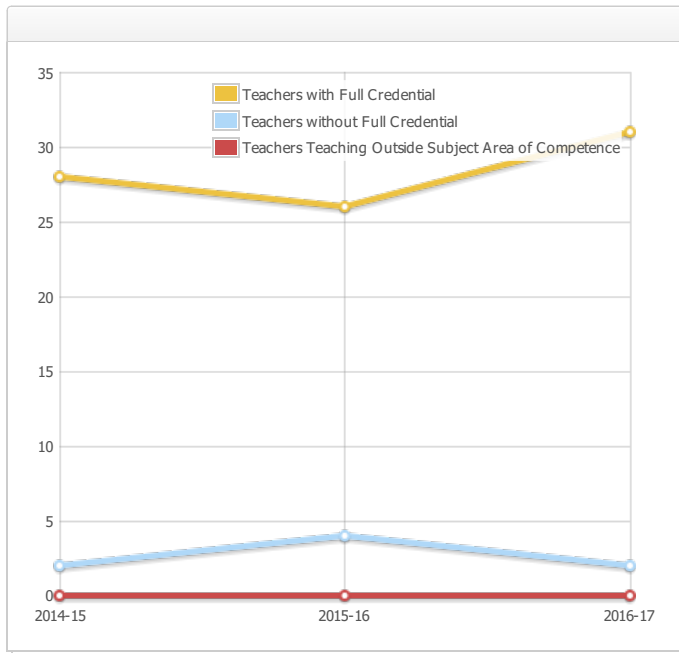
### State Priority: Basic

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

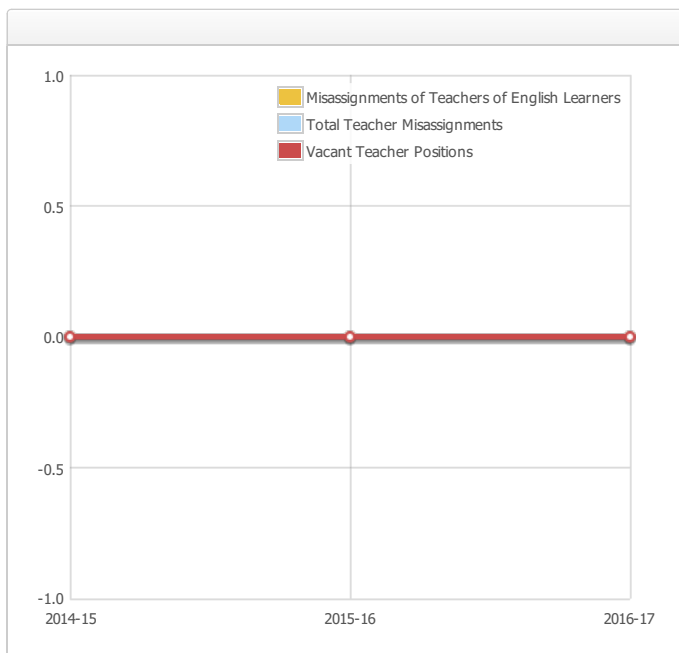
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	26	31	
Without Full Credential	2	4	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/3/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/3/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	80.0%	20.0%
High-Poverty Schools in District	79.0%	21.0%
Low-Poverty Schools in District	95.0%	5.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/3/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Being a Writer Leveled libraries Guided reading libraries (Scholastic) Primary Phonics EngageNY Core Ready	Yes	0.0 %
Mathematics	MyMath EngageNY	Yes	0.0 %
Science	FOSS	Yes	0.0 %
History-Social Science	History Alive	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: 1/3/2017*

## School Facility Conditions and Planned Improvements

Achieve Academy takes great efforts to ensure that our school is clean, safe, and functional. The school custodial staff maintains a clean and safe campus. To assist in this effort, we have regular facility checks using a facility assessment instrument. Facility visits are conducted by a number of different oversight entities. The assessment instrument rates the school facilities and efforts made to ensure that students are provided with a clean, safe, and functional learning environment on a 4-point scale, from exemplary to poor. The results of this survey are available at the school office. A 2014-2015 assessment found the school to be in good condition, overall.

In the Spring of 2013, our school was selected as the canvas for Project Color Corps' newest design. The organization's founder arrived at World and Achieve to educate our student body about the fundamentals of color, its connection to emotion and its ability to inspire! She worked directly with students to find out what colors they wanted to see in their elementary school halls, in their classrooms and around the playground! With the help of staff, students, family and community members, the paint project came alive and our campus portables and yard were repainted, along with a number of other beautification efforts.

Achieve is planning a facilities expansion to house a preK program, a family resource center and to extend our TK offerings.

*Last updated: 1/3/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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*Last updated: 1/11/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	15.0%	31.0%	33.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	25.0%	19.0%	26.0%	27.0%	34.0%	36.0%

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.

*Last updated: 1/11/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	114	95.8%	11.4%
Male	63	60	95.2%	13.3%
Female	56	54	96.4%	9.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	105	96.3%	11.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.6%	10.7%
English Learners	78	77	98.7%	2.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/3/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	119	117	98.3%	18.0%
Male	54	52	96.3%	11.5%
Female	65	65	100.0%	23.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	104	103	99.0%	15.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	113	99.1%	18.6%
English Learners	75	74	98.7%	6.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/3/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	125	122	97.6%	14.9%
Male	69	67	97.1%	12.1%
Female	56	55	98.2%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	106	99.1%	13.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.3%	14.2%
English Learners	73	70	95.9%	4.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/3/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	116	97.5%	24.1%
Male	63	61	96.8%	27.9%
Female	56	55	98.2%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	107	98.2%	24.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.3%	23.7%
English Learners	78	78	100.0%	14.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/3/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	119	117	98.3%	19.7%
Male	54	52	96.3%	23.1%
Female	65	65	100.0%	16.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	104	103	99.0%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	113	99.1%	20.4%
English Learners	75	74	98.7%	10.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/3/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	125	122	97.6%	13.3%
Male	69	67	97.1%	15.2%
Female	56	55	98.2%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	106	99.1%	10.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.3%	11.6%
English Learners	73	70	95.9%	4.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/3/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	20.0%	14.0%	44.0%	38.0%	39.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/3/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	125	120	96.0%	14.2%
Male	69	66	95.7%	13.6%
Female	56	54	96.4%	14.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	104	97.2%	13.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	112	96.6%	13.4%
English Learners	73	69	94.5%	1.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/3/2017

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.6%	15.6%	10.7%

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.

*Last updated: 1/3/2017*

## 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 2016-17)

Parents at EFC at Achieve Academy are active participants in the school community. The Parent Center at Achieve works to foster leadership development and volunteerism among parents in building the school community. A number of opportunities for parent involvement exist at the site including volunteering, involvement in site committees, parent conferences, participation in school-wide events, and Family Resource Center activities. Parents are encouraged to become school volunteers. The Family Leadership Council meets monthly to provide input relating to student achievement and program quality. Many opportunities exist for parents to learn more about what is happening at their school site including Back to School Night, Open House, and celebrations. Additionally, EFC at Achieve hosts parent grade level meetings each month focused on curriculum and academic goals. EFC at Achieve Academy partners with East Bay Agency for Children (EBAC) to provide further leadership opportunities and parent classes on issues such as: rules, rights and responsibilities, how to assist students with their homework, questions parents should ask teachers, nutrition and classes on how to be a better parent. They also have ELD, GED, and Spanish literacy classes. EBAC also provides health services, food drives, monthly clothes give away, legal assistance, housing assistance, etc. We welcome parents at EFC and at Achieve Academy. La Clínica de La Raza's Hawthorne School-based Clinic is also located on the Achieve campus. This community partner provides health care services for children ages 3 to 18 regardless of legal status, health insurance, or ability to pay.

### State Priority: Pupil Engagement

*Last updated: 1/3/2017*

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

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



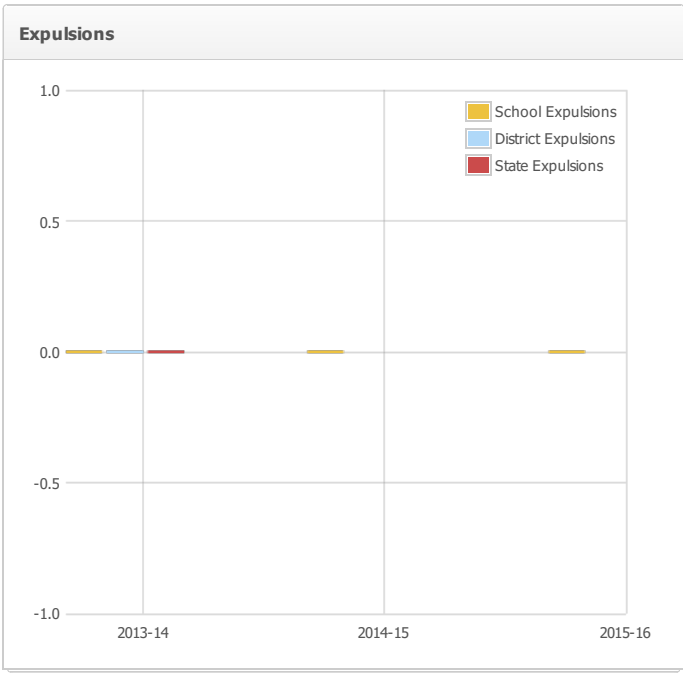
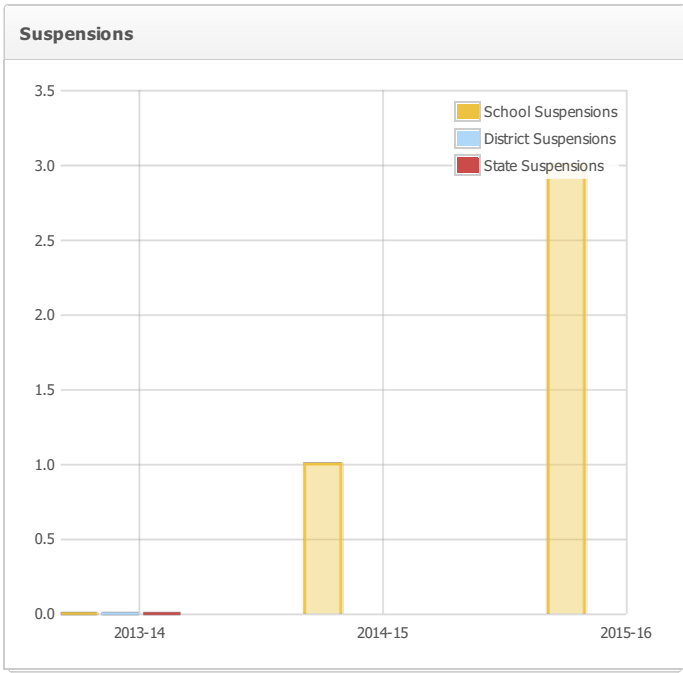
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.0	3.0						
Expulsions	0.0	0.0	0.0						



Last updated: 1/11/2017

## School Safety Plan (School Year 2016-17)

Our objective is to maintain a safe environment for students, staff and parents. The safety plan includes, but is not limited to fire and earthquake evacuation plans, safe coordination of responses to emergency situations, ensuring communication between the school community, the local emergency agencies and the Education for Change Home Office. Each month the school holds emergency drills. EFC audits site safety plans each year and requires a review of the plan, by stakeholders, at least twice per year. The last audit of the plan was in September of this year. Achieve is in the process of updating the comprehensive plan in collaboration with key safety consultant teams and community stakeholders. The Safety Plan is available for review in the school office.

Last updated: 1/3/2017

## 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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5%

Note: Cells with NA values do not require data.

Last updated: 1/3/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	20.0	5			20.0	5			20.0	5		
1	24.0		5		24.0		5		24.0		5	
2	24.0		5		24.0		5		24.0		5	
3	24.0		5		24.0		5		24.0		5	
4	32.0		4		32.0		4		32.0		4	
5	32.0		4		32.0		4		32.0		4	
6												
Other												

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

Last updated: 1/11/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker	0.3	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	4.3	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: 1/11/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8197.9	\$559.6	\$7638.3	\$56814.0
District	N/A	N/A	\$9243.2	\$75837.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2017

## Types of Services Funded (Fiscal Year 2015-16)

Achieve Academy is intentional to ensure that resources (both financial and personnel) are allocated to support student learning and an enhanced elementary experience for students and their families. As such, priority is given to funding teacher and staff professional development and coaching, a 3-tiered intervention model (that targets academic, behavioral and socio-emotional needs), and lower class sizes in the primary grades. Funds are also resourced to support our partnership with East Bay Agency for Children - providing a family resource center, afterschool intervention and enrichment for students and classes/services for students and families (outside of the traditional school day). As we prepare to transition our students for the Common Core and a blended/personalized learning model, we are sensitive to the increasing need for our students to be technologically literate and proficient. As a result, we have allocated resources to hardware and software that provided differentiated and targeted instruction, allow for a lab rotation model during classroom instruction and otherwise give our students and staff access to technology as a tool to create, demonstrate understanding and collaborate.

*Last updated: 1/3/2017*

## Professional Development

As a cornerstone for all EFC schools, staff professional development is developed and conducted with the intent of creating collaborative, supportive, continuous learning environments at each school. Just as we encourage our students to achieve through high expectations and by providing the best educational services possible, we look similarly at building this same culture of achievement, support, and quality for our teachers.

The goal for EFC's focus on professional development is to create think tanks and educational laboratories for ideas, strategies, best practices, and success at each school site. Leveraging the knowledge base and creativity of motivated and dedicated staff across multiple schools and classrooms will eventually provide Achieve Academy and the other EFC schools with a vast repertoire of tools to utilize in their work toward providing an excellent education for all its students. EFC firmly believes that reinventing the wheel time and time again is not in the best interest of teachers and their students, so it continues to provide the support and assistance to help capture the most effective practices at each school, organize them into instructional procedures and scaffolds, and disseminate them to all of EFC.

Achieve Academy has a minimum 5 full days of professional development each year, in addition to weekly opportunities for collaboration and professional development built into the weekly school schedule. With the focus on deepening teacher content knowledge and strengthening practice and pedagogy, professional development at Achieve takes on many forms. Additionally, professional development and collaboration is dedicated time in which teachers are able to engage in analyzing student work samples and data and responsive standards-aligned instructional planning. These professional development structures include:

- Weekly Professional developed around academic focus and data during each Weds (minimum day) from 2:00 - 4:00
- Twice-Weekly Grade Level collaboration and planning
- Monthly Professional Learning Communities to encourage teams to be critical colleagues
- Peer and cross school observations
- Data Analysis cycles at least every 6 to 8 weeks

Over the past several years, the focus of these sessions have primarily been on English Language Arts and Math. In 2012-2013, the focus shifted to writing as we realized the need to better prepare our students as writers and as a part of our transition to the Common Core. We continue with our focus on this shift, recently, by identifying how the incorporation of technology can better assist us in providing personalized and differentiated learning opportunities for our students, complimenting and enhancing our current instructional model.

These efforts are supported by grade level (and individualized) coaching and supported provided by content coaches as well as regular observation and feedback from site administration. Each teacher has professional goals, in addition to the sites' academic goals. Our goal is to implement a model that provides quality professional development that is differentiated and has meaningful impact on teaching and learning. As a school site, Achieve Academy continues to be reflective of its practice and dedicated to continuous improvement and growth.

*Last updated: 1/3/2017*