

2026-27 Charter Renewal Performance Report

Open Response Questions

1: INSTRUCTION

Describe any unique schoolwide instructional practices that have positively impacted student outcomes.

Achieve Academy's instructional model is built on three interwoven foundations: aligned curriculum, intensive teacher coaching, and weekly data-driven adjustments.

Every classroom uses the same core materials: Eureka Math for mathematics and Fishtank Learning for English language arts. Every teacher participates in two coached planning sessions and one individual coaching block each week. Every teacher analyzes student work weekly to identify needs for reteaching and acceleration. This coherence across all 25 classrooms serving 537 students ensures that instructional quality is systematic rather than teacher-dependent.

Consistent, high-quality curriculum across all grades

All students receive core instruction using three research-based curricula: UFLI for foundational literacy, Fishtank Learning for K–5 English language arts, and Eureka Math for K–5 mathematics. Achieve was an early implementation site for both UFLI and Fishtank, allowing us to refine these materials with classroom evidence over multiple years.

These curricula build knowledge systematically across grade levels, with consistent lesson structures, routines, and vocabulary that create vertical coherence from year to year and enable teachers to build on prior instruction intentionally.

Vertical coherence is intentionally protected through structured lesson internalization, cross-grade planning support, and curricular materials that systematically build knowledge year over year.

Intervention and acceleration are integrated into daily instruction

At Achieve, we ensure that all students receive both grade-level and targeted small-group instruction. Performance data drives our flexible groupings:

- Students needing intervention receive aligned support through SIPPS in targeted small groups. In 2025-26, approximately 50% of students participate in intervention groups that change every 6-8 weeks based on progress monitoring.

Groupings are fluid. Teachers review multiple data sources, including i-Ready diagnostics, Fishtank assessments, and classroom writing samples, every 6-8 weeks to determine placement. Students move between intervention, core-only, and acceleration groups based on demonstrated progress.

Weekly teacher coaching builds instructional capacity.

Achieve invests heavily in teacher development through embedded coaching. Each teacher participates in three structured coaching sessions weekly:

1. Grade-level planning meeting (90 minutes): Teachers collaboratively internalize upcoming units and lessons, anticipate student misconceptions, and plan for differentiation.
2. Data meeting (60 minutes): Teachers analyze student work from the prior week, including exit tickets, writing, and other performance tasks, identify trends, and plan targeted reteaching or acceleration.
3. Individual coaching (30-45 minutes): An instructional coach observes the teacher, provides targeted feedback, and rehearses specific instructional moves (e.g., questioning techniques, scaffolding strategies, and classroom management moves).

This 2- to 3-hour weekly investment per teacher ensures consistent curriculum implementation and that teachers continuously refine their practice based on student evidence.

Student work analysis drives daily instructional adjustments

Teachers use formative data to adjust instruction in real time rather than waiting for end-of-unit assessments.

For instance, in 3-5 ELA, Achieve is piloting weekly Fishtank-aligned exit tickets administered through Illuminate. Each Friday, teachers administer an exit ticket. That afternoon, during data meetings, teachers quickly sort student work into three categories: mastered (70%+ accuracy), developing (40-69%), and not yet (below 40%).

Based on this analysis, teachers plan concrete next-day actions:

- Whole-class reteaching if more than 50% of students scored below 70%
- Targeted small groups during Monday's intervention block for students scoring 40-69%
- Individual conferencing for students below 40%
- Extension tasks for students who mastered the skill

This weekly cycle means no student waits more than 5 instructional days for reteaching when they struggle. Our teams are building capacity with this exit ticket approach this year, with plans to roll out daily exit tickets as the system becomes more established.

In addition to exit tickets, teachers collect daily target tasks, which are lesson-embedded student work samples aligned to each daily objective. Teachers use a quick-sort protocol to analyze this work and inform decisions about Do Now reteaching, small-group instruction, and individualized conferring.

Inclusive instructional practices and shared responsibility

All classrooms use consistent, research-based practices to ensure access for multilingual learners and students with disabilities. Some examples include:

- Visual supports: Anchor charts, color-coded sentence frames, and graphic organizers in every lesson

- Oral language practice: Structured turn-and-talk, choral response, and academic discourse routines daily
- GLAD strategies: Particularly for vocabulary development and content-focused schema building

Push-in service delivery: Special education specialists, English language development support staff, and interventionists work alongside general education teachers whenever scheduling allows. The majority of services for students with disabilities and multilingual learner supports are delivered through push-in models, keeping students connected to grade-level instruction and peers.

Coordinated adult support: Instructional coaches, tutors, and administrators maintain regular classroom presence to provide real-time academic and behavioral support. No teacher is alone in serving high-need students.

Targeted instructional systems improvement areas

We have implemented a set of priorities to continue to refine our instructional systems:

1. Tightened ELD routines: We defined core non-negotiable language development practices that must occur daily in every ELA lesson, including:

- Academic vocabulary preview with visual supports
- Sentence frame modeling for speaking and writing
- Structured partner discourse (minimum 3 turn-and-talks per lesson)
- Color-coded grammar instruction
- Daily student writing with sentence frames
- Oral language practice through choral response

Accountability: Instructional coaches and the Principal observe these targeted practices during weekly classroom walkthroughs and provide same-day feedback when they are absent.

2. Strengthened data-to-action cycles: We moved from monthly to weekly formative assessments in ELA (through the exit ticket pilot described above), allowing teachers to identify and reteach struggling skills within 5 days.

3. Master schedule redesign (in progress): We are redesigning and testing our master schedule starting 2025-26 to ensure grades 3-5 receive consistent, daily intervention time. In the past, intervention time in upper grades was inconsistent due to rotating schedules and competing instructional priorities, which limited our ability to provide sustained support and collect reliable intervention data.

2: AREAS OF SUCCESS

Describe any unique areas of success beyond traditional academic measures.

Achieve Academy's strongest outcomes are in school climate, student belonging, and family trust. These successes are quantified through state indicators and sustained enrollment:

- Suspension rate: 0.2% overall (Blue) on the California School Dashboard, with 0% for African American students and students with disabilities
- Chronic absenteeism: 8.1% (Green), down 3.0 percentage points in one year
- Sustained enrollment: 537 students in 2024-25, maintaining capacity while serving 77.5% English Learners and 94.8% socioeconomically disadvantaged students

These outcomes reflect intentional systems described below.

All adults share responsibility for all students.

The school operates with the explicit expectation that all students are the responsibility of all adults. Teachers, coaches, specialists, and administrators operate as a coordinated team with shared responsibility for all students. Academic, social-emotional, and family supports are integrated rather than siloed, with specialists pushing into classrooms, coaches observing and supporting instruction, and administrators maintaining a regular classroom presence to provide instructional and behavioral support. This model is grounded in deep knowledge of individual students and disciplined use of data across teachers, instructional coaches, specialists, leadership, and families.

Students want to come to school.

Chronic absenteeism declined 3.0 percentage points to 8.1% in 2024-25. This improvement is particularly significant given that our families face substantial barriers to daily attendance, including unstable housing (94.8% are socioeconomically disadvantaged), transportation challenges, and work schedules that require early-morning childcare.

Year-over-year persistence is strong: approximately 88% of enrolled students return each fall, indicating family confidence in our program. Achieve now has the strongest attendance rates across the Education for Change network.

This improvement reflects a shift in family engagement from compliance-oriented communication to a collaborative, problem-solving model. By addressing concrete barriers such as transportation, access to afterschool programs, and morning care, the school has seen improvements in both academic outcomes and student behavior. Increased consistency in attendance has directly supported stronger instructional continuity.

Discipline is restorative, not punitive.

Achieve's suspension rate is 0.2% overall (Blue on the California Dashboard). Critically, African American students and students with disabilities have 0% suspension rates—populations that are disproportionately suspended in most schools.

These outcomes reflect a preventive, restorative approach grounded in clear schoolwide expectations and consistent response systems:

Schoolwide values (4 Bs): Be Safe, Be Responsible, Be Kind, Be Ready to Learn. These values are visible across classrooms and reinforced through recognition systems such as CritterCoin.

Consistent response continuum (6 Rs): Staff use a shared framework to guide interventions and ensure students experience predictable and equitable responses:

1. Reminder - Remind the student of the expectation
2. Redirect - Redirect to appropriate behavior
3. Reset - Reset expectations
4. Refer/Reach Out - Contact support or family
5. Reflection - Student reflects on behavior
6. Repair - Student repairs harm with the teacher or peers

Teachers track behavioral responses daily using structured tools, ensuring responses are connected to specific behaviors rather than escalating across unrelated incidents.

Tiered behavior supports: Achieve has implemented a clear tiered system:

- Tier 1 (100% of students): Schoolwide PBIS routines, Second Step SEL curriculum weekly, morning meetings, behavior workshops, and classroom management systems
- Tier 2 (10-20% of students): Social skills groups, lunch bunch, short-term counseling, individualized incentive systems, check-ins, mentoring
- Tier 3 (1-5% of students): Intensive individualized support including specialized counseling, functional behavior assessments, behavior plans, and coordinated services

The special education lead meets weekly with school culture leadership to review students with IEPs or 504 plans who appear in behavior data, adjust supports, and track whether behaviors are improving or worsening. This cross-team collaboration ensures students receive coordinated academic and behavioral support.

Strong instructional foundations support positive behavior.

A major contributor to improved climate outcomes has been the strengthened focus on Tier 1 instruction. The culture team conducts regular classroom walkthroughs, provides immediate actionable feedback to teachers, and aligns professional development to observed needs. This tight cycle of observation, feedback, and support has led to greater instructional consistency across classrooms.

As Tier 1 instruction has improved, the school has been able to deploy Tier 2 interventions more strategically, ensuring capacity exists to support students with elevated needs.

Inclusive service delivery and family trust

Achieve serves a highly diverse population: 77.5% English Learners, 94.8% socioeconomically disadvantaged, 7.8% students with disabilities. The school's inclusive practices and family-facing supports help families navigate barriers related to language access, immigration status, health care, and technology. Achieve's ability to sustain enrollment at scale in this context reflects durable family trust and responsiveness to community needs.

Family trust is evident in word-of-mouth referrals, particularly within newcomer and Mam-speaking communities where families actively recruit neighbors and relatives to enroll.

3: DIVERSITY OF STUDENT ENROLLMENT

What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (*e.g., racial/ethnic balance, representation of English Learners (including newcomers), students with disabilities, or of homeless status*)?

Achieve Academy implements a relationship-based recruitment strategy focused on multilingual families, students with disabilities, and historically underserved communities. Current enrollment demonstrates this focus:

- 77.5% English Learners (436 students), including Mam-speaking and Arabic-speaking families
- 94.8% socioeconomically disadvantaged (509 students)
- 7.8% students with disabilities (42 students)
- Racial/ethnic diversity reflecting Fruitvale and East Oakland demographics

Our recruitment approach includes:

1. Community-based relationship building

Staff attend neighborhood and citywide events where families gather, such as Fruitvale cultural festivals (including the annual Dia de los Muertos celebration), health fairs, and community resource events. Achieve participates in the annual Black Joy Parade with staff distributing approximately 350 information bags to families and community members.

This consistent presence builds trust through repeated contact rather than one-time marketing. Families who may not engage with online enrollment portals or school fairs encounter Achieve staff in familiar community spaces.

The enrollment lead tracks all outreach events and actively presents information about the school using a presentation deck, allowing her to speak directly with parents and answer questions in real time.

2. Strategic community partnerships

Community-based strategic partnership supports both enrollment and persistence after families enroll.

Centro Legal de la Raza, for instance, refers newcomer families navigating immigration transitions who need immediate school placement. The organization contacts Achieve's enrollment team directly when families are seeking schools.

Voces Maya provides navigation support for Mam-speaking families both on campus and in the community. Voces Maya is present on campus multiple Saturdays each month to provide family support, including legal guidance. Achieve participates in Voces Maya events as part of ongoing outreach and trust-building.

3. Multilingual access and barrier removal

Outreach materials are available in English, Spanish, and Arabic. For Mam-speaking families, staff use verbal communication (including video outreach and radio interviews) and visual materials rather than relying on written text, recognizing that Mam is not a written language for most families.

Beyond language, staff help families navigate enrollment barriers:

- Documentation and guardianship complexities (including supporting grandparents who are caregivers but not legal guardians)
- Immunization requirements (connecting families to clinics and supporting medical coverage applications)
- Transportation and scheduling challenges

This problem-solving approach signals partnership rather than gatekeeping. Staff focus on supporting families when documentation or procedural barriers arise, rather than turning them away.

4. Transparent school-based enrollment

Families can visit campus through:

- **Annual open house (typically held in February):** A well-attended, structured campus-wide event where families learn about the academic program, student supports, and school culture, and can ask questions directly of staff and school leadership. Open houses are structured so that current parents lead tours and provide peer-to-peer perspectives. Families then gather in a central space to hear presentations from specialists (including the special education team, afterschool program staff, and administrators) and ask questions in a community forum format.
- **Monthly small-group tours with Q&A (including Friday walkthroughs averaging 7–11 families per session):** Guided visits that allow families to observe classrooms in session, engage in detailed discussion, and receive individualized answers about academics, services, and enrollment.
- **On-site enrollment support with bilingual staff:** In-person assistance that helps families complete applications, navigate documentation requirements, and address questions in their home language, reducing procedural barriers to enrollment.

These entry points allow families to tour classrooms, ask questions about services, and enroll immediately if they are ready.

5. Proactive onboarding for students with disabilities

When families inquire about services for students with disabilities, enrollment staff immediately connect them with the special education team. This early coordination allows families to:

- Meet the specialists who will work with their child
- Review proposed services and accommodations
- Ask questions before committing to enroll

Achieve's approach differs from common practice in many systems, in which families may not meet with the SPED team until roughly 30 days after enrollment. This proactive engagement supports equitable access and increases the likelihood that families commit to and remain with the school.

This approach has resulted in enrollment of 42 students with disabilities (7.8%) and strong word-of-mouth referrals from families seeking inclusive schools. Families consistently report that Achieve provides services on-site without requiring students to travel to other campuses for specialized instruction.

6. Coordinated marketing and outreach

EFC unified marketing campaign: Achieve benefits from an organization-wide marketing effort, including:

- Billboards across Oakland (Fruitvale BART, Coliseum BART, and on buildings in target neighborhoods)
- Digital ads in community grocery stores (Cardenas and Gazelle)
- Social media presence (primarily Instagram, with Facebook presence maintained)
- Updated the school website, creating easier access for families seeking information

School-specific presentations: Beyond centralized marketing, the enrollment team conducts live presentations at community sites, preschools, and partner organizations rather than relying solely on flyer distribution.

Where have you seen success, and how do you plan to modify these practices for student groups who are underrepresented at your school? *(While we encourage you to reflect on recruitment practices in this section, we also recommend reflecting on practices at your school site, which may impact the school's enrollment of student groups (i.e., family affinity groups, staffing, etc.)*

Enrollment data shows success with multilingual families and students with disabilities. However, African American students and Arabic-speaking families are underrepresented and require targeted focus.

Success: Mam-speaking community

The Mam-speaking community represents a significant portion of the school's Spanish/Latino population (approximately 200 families). In response to feedback and community growth, Achieve expanded language-specific engagement by adding a dedicated Mam-focused community meeting alongside English and Spanish forums. This change increased participation from an average of 8 families attending general meetings to 25-30 Mam-speaking families attending dedicated monthly sessions.

Success: Students with disabilities

The school's inclusive service model, early family engagement, and coordinated problem-solving have resulted in strong climate outcomes, including a 0% suspension rate for students with disabilities in 2024-25. Families consistently cite Achieve's responsiveness, on-site service delivery, and inclusive approach as reasons for enrolling and remaining at the school.

Priority growth area: African American students

African American students comprise 5.5% of enrollment (30 students), just under the 6% of residents who identify as Black/African American in the school's census tract. Chronic absenteeism for this group is 14.3%, reflecting a 21.2-percentage-point improvement year over year, the largest single-year gain among all subgroups.

Achieve has taken the following actions to strengthen outreach and belonging for African American families:

- Staff participated in the Black Joy Parade, distributing approximately 350 information bags to families and community members.
- The school has increased presence at community events beyond the immediate Fruitvale neighborhood, including Black church events in East Oakland, library events focused on Black and African American communities (including AAMLO Kids Club network events with breakfasts, read-alouds, and family activities), and San Antonio neighborhood outreach.
- Staff have initiated outreach to organizations serving Black families, including 100 Black Men of the Bay Area and the Oakland African American Male Achievement initiative.
- The school is exploring a Black family affinity group structure led by a parent leader to strengthen belonging and support family-to-family connection.

These actions reflect Achieve's broader commitment to building authentic relationships across the communities it serves.

Ongoing actions:

- Develop partnerships with organizations serving Black families, including outreach to 100 Black Men of the Bay Area and the Oakland African American Male Achievement initiative
- Increase presence at community events outside the immediate Fruitvale neighborhood, including:
 - Black church events in East Oakland
 - Library events focused on Black and African American communities (including AAMLO Kids Club network events with breakfasts, read-ons, and family activities)
 - San Antonio neighborhood outreach
 - Continued presence at Black Joy Parade
- Explore Black family affinity group structure led by a parent leader to strengthen belonging and support family-to-family recruitment.

Attendance data inform this work and represent an intentional expansion of recruitment beyond Achieve's immediate zip code.

Rebuilding enrollment among Arabic-speaking families

Arabic-speaking enrollment declined following the 2023 departure of the school's Arabic-speaking family liaison. Approximately 10 Arabic-speaking families have since re-enrolled or newly enrolled, and the school is strengthening targeted outreach and supports to sustain this return and encourage additional families to enroll.

Recovery actions:

- Recruit returning Arabic-speaking families to serve as enrollment ambassadors and share their experiences with prospective families

- Partner with local mosques and the Arab Cultural and Community Center for outreach
- Restore the Arabic translation of all enrollment materials and family communications
- Hire bilingual Arabic-speaking office staff

The strategy is to re-establish Achieve's value proposition directly with families, particularly around English language development and academic growth, and support organic word-of-mouth so it re-emerges independent of any single community connector.

Site-based practices that support enrollment and belonging

Beyond recruitment, Achieve invests in practices that support enrollment stability:

Multicultural events and representation: The school hosts an annual multicultural event where families from diverse backgrounds share food, traditions, and cultural practices. Monthly culture boards at the school entrance celebrate different communities. The school ensures that materials, displays, and the campus environment reflect the diversity of the Oakland community.

Family leadership and engagement: Parents serve on the Families Academic Champions Team (FACT), participate in the Education for Change Family Leadership Council, and lead portions of open houses, campus tours, and family education workshops. This peer-to-peer engagement builds trust and reinforces a sense of belonging.

Comprehensive family support: Staff routinely assist families with practical barriers that can impact persistence, including connecting families to clinics for immunizations, supporting applications for medical coverage through Family Resource Center partnerships, and providing interpretation in Spanish, Arabic, and Mam across all family-facing communications and meetings.

4: STUDENT ENGAGEMENT

Are there opportunities for all students to be involved in decision-making and the governance of the school?

Yes. Student voice shapes school decisions through multiple structures:

1. Schoolwide surveys administered two times per year ask students about belonging, safety, and school culture. Leadership and the culture team review results to identify priorities and adjust practices. For example, fall 2024 survey responses showed that students wanted more choice during lunch and recess, leading to the addition of student-selected music playlists and voting on game options.

2. Student voting on activities and events occurs during lunch and schoolwide gatherings. Students vote on Friday activity options, spirit week themes, and lunch music selections using age-appropriate methods like hand-raising or color-coded cards. Associate deans go into the cafeteria and provide a menu of options, and students vote by grade band (which sit on opposite sides of the cafeteria). The loudest group determines the choice for that lunch period.

3. Listening sessions for specific student groups, including quarterly sessions for Black and African American students. These sessions were facilitated through a partnership with Core 4 Consulting as part of Education for

Change's Dean of Culture professional learning community work. Feedback from fall 2024 sessions led to revised conflict-resolution protocols that better account for cultural communication styles and students' requests for more joy, affinity spaces, and community celebrations throughout the school.

Exploring student council: The school is exploring development of a student leadership structure, potentially through the after-school ELOP program, to avoid conflicts with instructional time. This would allow students to take on representative roles, help plan events, and provide input on school decisions without disrupting the academic day. School leaders are identifying staff who could spearhead this work and determining the feasibility for launch.

What is an example of a change you have made to the school based on student feedback?

Example 1: "Stop and Step" conflict resolution

Student surveys in fall 2024 showed that 64% felt they needed more support resolving peer conflicts. Additionally, mid-year belonging and inclusion data indicated that students did not feel confident handling conflict independently.

In response, Achieve strengthened and relaunched schoolwide implementation of "Stop and Step," a restorative strategy with consistent language and routines across all classrooms and common spaces:

1. Stop: Pause the conflict
2. Step back: Take space to calm down
3. Talk it through: Use sentence frames to explain perspectives
4. Solve together: Agree on a resolution

The strategy is visually reinforced on the playground with a posted protocol. Teachers received professional development on implementation, and the culture team is planning additional support to ensure consistent use in real-life scenarios.

The school is also exploring the creation of a student "restorative council" so students can take a more active role in peer conflict resolution rather than relying exclusively on adults to intervene.

Example 2: Student-selected joy activities

Students requested more opportunities for creativity and peer connection outside academics. In response, Achieve added:

- Lunchtime "pump-up" activities (student-selected music and games)
- Informal talent showcases where students can volunteer to perform, tell jokes, or share a skill without advance sign-up or practice requirements.
- Student-voted celebrations (e.g., voting on spirit week themes)
- Small community-building events organized by the culture team in response to student requests for more fun

5: FAMILY ENGAGEMENT

How do families voice concerns?

Families raise concerns through multiple channels:

1. **Primary contact:** The Family and Community Coordinator is available in person, by phone, by text, and through drop-in office visits. The coordinator's office is readily accessible, and families frequently stop by to share concerns or ask questions.
2. **Structured forums:** Concerns also arise in one-on-one meetings, community meetings, and Student Attendance Review Team (SART) meetings. SART meetings function as collaborative problem-solving spaces where families share context about attendance barriers and co-develop solutions with staff.
3. **Documentation and response:** All concerns are documented and routed to the appropriate staff member (teacher, specialist, or school leader, depending on the issue). Families receive a response within 24-72 hours, depending on urgency. The Family and Community Coordinator follows up to ensure concerns are resolved and families receive updates as needed.
4. **Language access:** Interpretation is provided in Spanish, Arabic, and Mam to ensure all families can meaningfully participate in raising and resolving concerns.

These systems ensure concerns are accessible, documented, and addressed in a timely and accountable manner.

What opportunities exist for all families to be involved in decision-making and the governance of the school?

Open forums:

- **Monthly Champions Meetings** in English and Spanish, where families receive updates on school priorities, upcoming events, and opportunities to provide input or volunteer
- **Monthly Mam-speaking family meetings** were created in response to the growing Mam community to ensure full participation
- **Quarterly schoolwide Zoom meetings** for families unable to attend in person

Collaborative problem-solving: Student Attendance Review Team (SART) meetings co-develop attendance and engagement supports with families to address barriers such as transportation, morning care, and health-related absences.

Academic engagement events: Families participate in and provide input through:

- Literacy nights (2 per year: November and February)
- Math night (March)
- Back to School Night
- Town halls focused on academic programs (e.g., a 4-session ELA town hall in 2023-24 drew 79 families and included the distribution of Chromebooks to support home learning)
- Curriculum information sessions

Leadership pathways:

- **Families Academic Champions Team (FACT):** School-based leadership group meeting monthly (currently 9 active families, to expand). FACT members participate in decision-making on school schedules, events, charter renewal planning, and family engagement priorities.
- **Education for Change Family Leadership Council (FLC):** Network-level governance participation. Achieve sends family representatives (currently 2 active: English-speaking and Mam-speaking; previously included an Arabic-speaking representative). FLC members bring perspectives from the school community to network-level discussions (including iReady implementation) and report back to Champions meetings.
- **Families in Action (FIA) sessions:** Partnership supporting family advocacy, literacy work, and preparation for key events such as charter renewal. FIA facilitators work with FACT team members and coordinate sessions beginning in February 2025.

Barrier reduction: All meetings include interpretation, childcare, and food. Meeting times are flexible (e.g., "you can make it at 6 pm? Great, we'll meet then") to accommodate work schedules and caregiving responsibilities.

Family-led initiatives: Families operate and volunteer at the school food bank (20 volunteers distribute 240 boxes per cycle, serving both the school and the broader community). Families also lead portions of school events, including Fall Festival, multicultural celebrations, and monthly cultural awareness activities.

What is an example of a change you have made to the school based on family feedback?

Example 1: Mam-language community meetings

As the Mam-speaking community grew from approximately 45 families in 2021-22 to 200 families in 2024-25, families reported feeling underrepresented in general community meetings where Spanish and English were the primary languages.

In response, Achieve added a dedicated monthly meeting conducted in Mam alongside English and Spanish forums.

Impact: Participation increased from an average of 8 Mam-speaking families attending general meetings to 25-30 families attending dedicated Mam sessions monthly. Family survey responses in Mam increased by 340% (from 12 to 53 responses) on the 2023-24 end-of-year survey, indicating greater engagement and voice.

Example 2: Minimum day schedule change

Through structured feedback and voting, families voted to consolidate from two weekly minimum days (Monday and Wednesday) to one Wednesday minimum day. Families indicated that a single minimum day better aligned with work schedules and reduced caregiving disruption.

Achieve implemented this change in August 2024.

Example 3: Family technology and English classes

Families reported difficulty accessing online systems (e.g., ParentSquare, i-Ready family portal, email) and requested support navigating technology in preparation for online enrollment.

In partnership with Tech Exchange, Achieve offered:

- Computer classes in Mam and Spanish: Launched spring 2024, ongoing with 18 Mam-speaking and 32 Spanish-speaking families enrolled
- English literacy classes for families: Using the school's UFLI foundational literacy approach, we offer classes for families to learn English using the same methods their children use in school. Approximately 20-30 families participated. Families have requested this offering to return next year.

Example 4: Immigration and family safety resources

In response to family concerns about immigration enforcement and safety, Achieve has:

- Partnered with East Bay Sanctuary / Voces Maya to offer multiple Saturday immigration support clinics several Saturdays each month.
- Partnered with Mujeres Unidas Activas (MUA) to provide information sessions on domestic violence resources, workplace rights, and emergency preparedness
- Shared resources and held information sessions on safety protocols related to ICE activities
- Connected families to legal support through Centro Legal de la Raza and other partners

6: TEACHER ENGAGEMENT

What opportunities exist for teachers to be involved in decision-making and the governance of the school?

Teachers influence school decisions through embedded feedback structures and formal problem-solving forums:

- 1. Weekly feedback surveys:** The staff almanac includes embedded surveys allowing teachers to provide input on current initiatives, policies, and implementation challenges. Leadership responds within one week with adjustments or explanations, creating a real-time feedback loop tied to current priorities.
- 2. Principal office hours:** Weekly sessions allow teachers to raise concerns, propose ideas, and problem-solve with school leadership in small-group or individual settings.
- 3. Small-group listening sessions:** School leaders facilitate focus groups to gather candid feedback that may not surface in large all-staff meetings. These create psychologically safe spaces for teachers to share concerns or suggestions.
- 4. Grade-level MTSS meetings:** Held bi-weekly, teachers analyze student data and recommend supports through a mini-COST (Coordination of Services Team) process. Teachers identify students of concern, discuss intervention needs, and collaborate with leadership to implement and monitor supports. Leadership ensures recommendations translate into action with clear ownership and follow-through.

5. Professional development feedback: After each PD session, teachers complete structured surveys that directly inform content, pacing, and differentiation of future sessions.

6. Bi-weekly union representative meetings: The principal and site operations manager (who serves as union representative liaison) meet every two weeks with union site representatives. These meetings function as an ongoing communication safety net, allowing concerns, clarifying questions, and suggestions to surface between monthly all-staff meetings. Topics have included:

- Clarifying messaging from all-staff meetings
- Workload balance during conferences and report card periods
- Staff appreciation practices
- Site planning updates
- Use of work-from-home vs. on-campus time for professional work

Historical context: In prior years, Achieve operated an "Achieve Advisory" structure with stipended grade-level representatives who met regularly with leadership. This structure is not currently active due to budget constraints, though feedback mechanisms remain robust through the channels listed above.

What is an example of a change you have made to the school based on teacher feedback?

Redesigned professional development based on teacher input

In spring 2024, feedback from the teacher survey indicated that professional development was perceived as overly focused on logistics rather than on instructional practice. Teachers also expressed a need for more differentiated professional learning for newer staff compared with more experienced staff, along with additional time for planning and collaboration outside formal professional development sessions.

Changes implemented in August 2024:

1. Domain-based math PD: Teachers now engage in content-focused mathematics learning organized by domain (e.g., multiplication and division, fractions, place value, measurement) rather than generic pedagogy. This allows teachers to build conceptual understanding and strengthen vertical alignment across grades. Teachers deepen their own content knowledge, which improves their ability to explain concepts, anticipate misconceptions, and plan effective lessons.

2. Differentiated PD pathways:

- **New teachers (years 0-2):** Focus on curriculum implementation, classroom management, lesson internalization, and foundational instructional strategies
- **Experienced teachers (years 3+):** Focus on instructional analysis, adapting lessons for diverse learners, data-driven differentiation, and peer coaching

This differentiation ensures PD is relevant and appropriately challenging for teachers at different experience levels.

3. Wellness-focused PD sessions: In partnership with Teaching Well, the school offers 5–6 professional development sessions throughout the year focused on teacher sustainability, self-regulation, and stress management. These sessions are integrated into the broader PD calendar rather than occurring on a fixed

monthly cadence. Topics include emotional regulation, managing workload demands, and strategies to support long-term effectiveness.

4. Balanced PD schedule: Professional development Wednesdays now follow a pattern:

- **Two instructional PD sessions** per month (led by assistant principals of instruction)
- **One external partner session** per month (e.g., Teaching Well, immigration/trauma training)
- **One unstructured release day** per month for teachers to collaborate, complete planning tasks, or follow up on action items from recent PD

This structure responds to teacher requests for dedicated collaboration time outside of structured IPP (instructional planning and preparation) sessions.

5. Dedicated unstructured collaboration time: In response to teacher feedback, the PD calendar includes one unstructured Wednesday per month. On this day, teachers have protected time to collaborate, complete planning tasks, or follow up on action items from prior PD sessions. This structure provides flexibility and responds directly to requests for additional time outside of structured instructional planning sessions.

7: PERFORMANCE OF KEY STUDENT GROUPS

How is your education program addressing the needs of the following student groups? What is working well? What most needs improvement?

Achieve addresses the needs of all student groups through a coherent Tier 1 instructional program, targeted MTSS supports, and disciplined use of data to guide instructional decision-making. The school demonstrates particular strength in climate, student engagement, and behavioral outcomes, creating a stable learning environment that supports students across academic and social-emotional domains. While academic performance remains a focus, multiple indicators show emerging instructional impact. Internal assessment data reflect meaningful growth across grade levels, including students accelerating out of the lowest performance bands in both literacy and mathematics. Classroom environments have strengthened over time, as evidenced by improved instructional consistency and a sustained reduction in behavior referrals. Attendance has also improved, signaling stronger family engagement and student connection to school. The sections that follow outline how these systems support specific student groups, highlight areas of effectiveness, and identify priority refinements to accelerate academic outcomes while maintaining a strong climate and engagement.

English Learners (Including Long-Term English Learners and Newcomers)

Achieve has identified English Learner progress as a priority area for continued improvement while building on clear strengths in student engagement, access, and school climate. Strong attendance trends, low suspension rates, and consistent student participation in daily speaking and writing routines indicate that English Learners are meaningfully engaged in instruction and have regular access to academic content.

Integrated ELD: Instructionally, Achieve emphasizes an integrated English Language Development model in which language development is embedded throughout the school day rather than isolated in a standalone block. Across classrooms, teachers implement consistent language routines that support multilingual learners, including explicit modeling of sentence frames for speaking and writing, daily structured discourse through

partner and whole-group discussion, visual supports such as anchor charts and graphic organizers, and intentional instruction in academic vocabulary. Students engage in daily writing with gradual release of scaffolds, and foundational skills routines such as syllabication are embedded into Tier 1 instruction to strengthen decoding and word analysis for all learners.

Designated ELD: In addition to these integrated supports, students receive targeted designated English Language Development through small, homogeneous groups organized by language proficiency level. These groups focus on foundational literacy skills, academic language structures, and language objectives aligned to ELPAC expectations, with flexible grouping that adjusts based on ongoing data. Teachers regularly analyze listening and speaking tasks to calibrate instructional rigor and ensure that daily instruction reflects the language demands students encounter on assessments.

Newcomer Supports: Newcomer students and those with interrupted schooling receive additional, layered supports. Students entering with emerging English proficiency participate in daily small-group instruction focused on conversational English, foundational vocabulary, and phonics, led by an International Learning Guide. This support is paired with push-in assistance during core ELA to help students access grade-level texts through vocabulary previews, scaffolding, and targeted comprehension strategies. Bilingual staff and tutors strategically use students' home language to support understanding while maintaining a strong focus on English language development. For students with interrupted formal schooling, pull-out instruction several times per week targets foundational literacy gaps while preserving connection to core classroom instruction.

Achieve has also strengthened its instructional systems to accelerate English Learner growth. Beginning in fall 2024, the school implemented clear non-negotiable daily language development practices across classrooms, with principals monitoring implementation through weekly walkthroughs and providing timely feedback. Teachers now engage in weekly language-focused data cycles, using exit tickets and short assessments to identify trends, plan reteaching, and target small-group instruction. Foundational skills instruction has been more intentionally integrated into Tier 1 lessons to ensure students receive explicit support without removing them from grade-level content.

Looking ahead, Achieve has identified intervention scheduling as a key operational lever to strengthen English Learner outcomes further. Planning is underway to redesign the master schedule for 2026–27 to provide consistent daily intervention blocks, protected time for language development groups, and sustained intervention cycles. The impact of current improvements will be monitored through interim and summative assessments, i-Ready diagnostics, and ongoing formative classroom data.

Overall, Achieve's approach reflects a clear commitment to serving English Learners through inclusive, language-rich instruction, strong climate and engagement, and increasingly disciplined instructional systems, with targeted refinements underway to accelerate academic progress.

Students with disabilities (Including students with moderate-severe disabilities)

Students with disabilities at Achieve are served through an inclusive instructional model that provides access to grade-level content while addressing individualized learning needs. Special education services are integrated into the core academic program, allowing students to receive targeted supports without separation from general

education instruction. This approach reinforces the expectation that students with disabilities are full members of the learning community and that progress is driven primarily through strong Tier 1 instruction.

Achieve's service delivery model emphasizes collaboration among general education teachers, special education staff, instructional coaches, and administrators. Supports are layered based on students' needs and adjusted through ongoing progress monitoring rather than through fixed placements. Students receive accommodations and modifications aligned to their IEPs, with a focus on scaffolding instruction, building foundational skills, and strengthening executive functioning within daily classroom routines.

Key instructional supports include:

- Push-in special education services during core ELA and math to provide real-time scaffolding, small-group instruction, and targeted feedback.
- Explicit instruction in foundational literacy and numeracy skills is embedded within Tier 1 lessons and intervention blocks.
- Use of visual supports, structured routines, and chunked tasks to increase access to complex content.
- Regular collaboration between general education teachers and special education providers to plan instruction, analyze student work, and adjust supports.

Special Day Class for students with the most significant needs

In addition to its inclusion-based service model, Achieve operates a Special Day Class (SDC) for students with the most significant disabilities, including students on the autism spectrum. The SDC currently serves six students and is staffed by a dedicated education specialist and three paraprofessionals, providing an approximate 2:1 adult-to-student ratio.

The SDC is designed to maintain connection to the broader school community. All SDC students participate in general education classrooms during portions of the school day with appropriate adult support. Even within the SDC setting, the team integrates core content aligned to Fishtank ELA and Eureka Math, ensuring students engage with grade-level standards whenever feasible. This structure reflects Achieve's commitment to providing intensive, individualized support without isolating students from their peers.

Achieve's capacity to serve students with moderate-to-severe disabilities on-site, without requiring families to travel to other campuses for specialized instruction, is a distinguishing feature of the school's program. Families consistently cite this as a reason for enrolling and remaining at Achieve.

Climate outcomes and engagement

Achieve demonstrates strong outcomes related to student engagement and school climate for students with disabilities. Consistently low suspension rates indicate that students are supported behaviorally and socially, and that staff prioritizes proactive classroom management and relationship-based interventions. These climate outcomes serve as leading indicators of access, belonging, and instructional inclusion.

Priority refinements

To strengthen academic impact, Achieve has identified several priority refinements. Teachers are increasing the intentional use of progress monitoring data to better align interventions with specific skill gaps. Instructional

teams are also working to improve the consistency and coherence of intervention time, particularly in upper elementary grades, to ensure students receive sustained support over multiple weeks. Professional learning continues to focus on strengthening differentiation within Tier 1 instruction so that students with disabilities experience rigorous, grade-level work with appropriate scaffolds.

Impact is monitored through a combination of formative classroom data, progress toward IEP goals, and internal assessment measures, allowing teams to make timely instructional adjustments. Overall, Achieve's approach reflects a strong foundation of inclusive practice and student-centered support, with targeted system improvements underway to accelerate academic growth while maintaining a positive and stable learning environment.

Students in need of remediation

Achieve implements a structured, schoolwide Multi-Tiered System of Supports designed to identify and address academic gaps while maintaining strong access to grade-level instruction. The framework is anchored in consistent Tier 1 instruction, clearly defined Tier 2 interventions, and regular progress monitoring, with particular strength in the early grades and targeted system refinement underway in upper elementary.

In TK–2, remediation structures are well established, consistently implemented, and closely aligned to student needs. Students are identified early through literacy and math diagnostics and receive targeted support with clear ownership and sufficient instructional dosage. Early literacy interventions emphasize foundational skills such as phonemic awareness, letter-sound correspondence, and fluency, delivered through a combination of one-on-one support and small-group instruction. In kindergarten through second grade, leveled SIPP groups are formed based on diagnostic data and revisited on a regular cycle to adjust grouping and instructional focus. Math intervention is embedded within core instruction through small-group lessons aligned to grade-level standards, informed by ongoing assessment data. These systems create a strong foundation that prevents early gaps from compounding and supports students in building critical skills at the point of need.

In grades 3–5, Achieve provides remediation through a combination of adaptive software, curriculum-aligned small-group instruction, and grade-level tutoring. These supports are informed by i-Ready diagnostics, classroom evidence, and bi-weekly grade-level MTSS meetings, which serve as a streamlined problem-solving process. Teachers collaborate to identify students, plan targeted instruction, and adjust supports based on observed progress. In fifth grade, teachers have begun rotating students across classrooms during intervention blocks to provide more precise skill-based instruction, a model that shows promise for differentiation and instructional alignment.

At the same time, Achieve has identified schedule coherence as a key structural lever for strengthening intervention effectiveness in upper grades. Intervention time in grades 3–5 is currently variable and not consistently protected, which limits the school's ability to implement sustained intervention cycles and gather consistent progress data. Addressing this constraint has been named as a priority for system improvement, with clear plans in place to redesign the master schedule for the coming year.

Across all grade levels, Achieve uses multiple data sources to guide MTSS decision-making, including:

- i-Ready diagnostics and progress monitoring
- Curriculum-aligned assessments

- Classroom-based formative evidence such as exit tickets and writing samples.

In the early grades, frequent progress checks directly inform regrouping and instructional adjustments. In upper grades, data are reviewed regularly through grade-level collaboration, with increasing emphasis on tightening the link between intervention data and instructional action.

Active improvement efforts focus on strengthening the consistency and impact of remediation in grades 3–5 while preserving strong early-grade implementation. Key priorities include protecting daily intervention time, establishing clear entry and exit criteria for intervention cycles, and ensuring that intervention content reinforces core curriculum rather than operating in parallel. These refinements are intended to support sustained instructional cycles, clearer attribution of growth to specific supports, and more equitable access to targeted remediation for students who need it.

Overall, Achieve’s MTSS framework reflects a solid foundation of early identification, collaborative problem-solving, and data-informed instruction, with focused system improvements underway to accelerate learning and close gaps in the upper grades.

Advanced students performing above grade level

Achieve intentionally designs instruction so that students performing above grade level experience sustained academic acceleration without being separated from core instruction or being placed into static tracks. Acceleration is treated as a flexible, standards-aligned practice that responds to student readiness and is embedded in daily instruction.

Identification and participation

Students are identified for acceleration through multiple, regularly reviewed data sources, including diagnostic assessments, curriculum-aligned assessments, and classroom formative evidence such as exit tickets, target tasks, and writing samples. Teachers review this evidence during weekly planning and data meetings and adjust groupings dynamically. Because identification is ongoing, students may move into or out of acceleration groups as performance changes.

Acceleration within Tier 1 instruction

Acceleration occurs primarily within the core instructional block once students demonstrate mastery of grade-level objectives. Teachers use curriculum-embedded extension tasks designed to deepen understanding rather than advance pacing.

In ELA, students:

- Engage with more complex texts
- Complete extended writing that requires synthesis and evidence-based reasoning
- Participate in higher-level academic discourse with increased language expectations

In mathematics, students:

- Work on multi-step problem-solving and application tasks
- Engage in deeper conceptual analysis tied to grade-level standards
- Explain reasoning, justify solutions, and explore multiple solution pathways

Acceleration during intervention blocks

When other students receive remediation, advanced students participate in targeted enrichment that remains connected to current instructional units, including:

- Morphology instruction focused on roots, prefixes, and suffixes
- Personalized, computer-based instruction that allows students to accelerate at their own pace and access above-grade-level content
- Enrichment tasks that extend core content without isolating students from grade-level learning

Teachers use heterogeneous groupings when peer explanation benefits all students and homogeneous advanced groupings when tasks require sustained higher-level thinking.

Implementation and oversight

Acceleration is planned intentionally during instructional planning sessions alongside core and remediation supports. School leaders monitor implementation through coaching cycles, lesson observations, and review of student work to ensure extension tasks are consistently implemented once core objectives are met.

Monitoring and refinement

Internal monitoring shows strong engagement, sustained writing stamina, and successful completion of complex tasks among students participating in acceleration. To improve visibility and consistency, Achieve is strengthening tracking of acceleration practices. Beginning in Fall 2026, teachers will submit monthly logs documenting:

- Students participating in acceleration
- Extension tasks implemented
- Representative student work samples

This refinement will support equitable access, clearer participation patterns, and stronger monitoring of acceleration outcomes over time.

Any other student groups you are paying particular attention to

Achieve maintains a sustained, schoolwide focus on students with significant social-emotional and behavioral needs, grounded in the understanding that engagement, attendance, and a strong sense of belonging are prerequisites for academic success. The school's approach emphasizes prevention, early identification, and coordinated support, resulting in a stable and supportive learning environment for students across needs.

Student engagement and climate outcomes

Schoolwide indicators reflect strong student engagement and effective behavior systems. Attendance has improved over time, suspension rates remain exceptionally low across student groups, and behavioral referrals have steadily decreased, signaling consistent expectations and effective adult responses to student behavior.

Tiered SEL and behavior supports

Achieve operates a clearly defined, tiered social-emotional and behavioral support system aligned to MTSS principles, designed to prevent behavioral challenges, respond early to emerging needs, and provide increasingly

intensive supports as students require them. The system establishes consistent expectations schoolwide while allowing teams to tailor interventions based on individual student needs, data, and family input.

Tier 1: Universal supports for all students

Tier 1 systems serve the majority of students and establish a predictable, positive school climate. Core components include:

- PBIS-aligned expectations centered on the school's 4 Bs: Be Safe, Be Responsible, Be Kind, Be Ready to Learn
- Weekly Second Step instruction across all grade levels
- Morning meetings and intentional classroom community-building routines
- A consistent response continuum (6 Rs: Reminder, Redirect, Reset, Refer/Reach Out, Reflection, Repair)
- Schoolwide recognition systems, including CritterCoin and celebrations that reinforce positive behavior

Tier 2: Targeted supports for students needing additional structure

Students requiring additional support receive targeted interventions designed to address specific social-emotional or behavioral needs, including:

- Social skills groups facilitated by the mental health team (school counselor and ERMHS clinician)
- Check-in/check-out systems with designated staff members
- Short-term counseling and mentoring
- Individualized incentives and behavior plans
- Lunch bunch groups, tutoring, and afterschool programming to support both academic and social development

Tier 3: Intensive, individualized supports

For a small number of students with significant needs, Achieve provides coordinated, intensive services, including:

- Individual counseling through community partnerships and on-site ERMHS clinicians
- Functional Behavior Assessments and Behavior Intervention Plans
- Paraprofessional support as appropriate
- Coordinated services through the COST process involving families, teachers, specialists, and administrators
- Parent counseling and training to strengthen home-school alignment

Cross-team collaboration and monitoring

Achieve emphasizes strong coordination across roles. The special education lead and Dean of Culture meet weekly to review behavior data for students with IEPs or 504 plans, adjust supports, and monitor trends. COST and MTSS structures guide early identification, intervention, and progress monitoring, with biweekly grade-level "mini-COST" meetings that allow teams to address concerns proactively before escalation.

Targeted refinement for continuous improvement

As the system has matured, Achieve has identified opportunities to strengthen consistency and fidelity within the COST process. Refinements focus on ensuring that interventions are implemented for a sufficient duration and with sufficient family engagement before escalation. Key adjustments include:

- Requiring documented problem-solving conversations with families before formal COST referral
- Establishing clear 6–8 week intervention cycles at Tier 1 with defined documentation
- Scheduling follow-up meetings with families to review progress before escalation
- Assigning administrators to specific grade levels to facilitate bi-weekly mini-COST meetings and monitor intervention progress through scheduled check-ins

These refinements reflect a system focused on continuous improvement, strengthening implementation quality, and ensuring that students receive timely, coordinated support while maintaining a strong, positive school climate.

8: GOVERNANCE

Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?

At Achieve Academy, the governing board is vital in overseeing the school's strategic direction and actively engaging with its community. One of the most unique elements of the governing board is its composition: every year, the Education for Change Family Leadership Council elects two members to represent families on the EFC governing board. This important structure guarantees that the voices and priorities of our families are represented directly by parents and caregivers of current students. In subsequent years, many of these Family Leadership Council board representatives have been selected to serve additional terms as regular members of the governing board. Our board now includes two current and two former Education for Change parents/caregivers, as well as a former student, more than a third of the board!

Board member engagement extends beyond formal board meetings to interactive settings with students, parents, and teachers. Board members prioritize attending major school events, such as academic exhibitions and performances, and participate in semi-annual school visits (rotating across EFC schools). These events provide the board with valuable opportunities to connect with the school community, observe the implementation of school policies, and gather input on the school's atmosphere and needs. At Achieve Academy specifically, board engagement has included attendance at multicultural celebrations, academic exhibitions, and family engagement events, providing direct observation of the school's inclusive practices and multilingual family supports.

Additionally, board members periodically attend Family Leadership Council meetings. This involvement allows them to observe and participate in discussions in which Family Leadership Council members provide input to EFC leadership, ensuring they are well informed about families' perspectives and concerns.

Does the governing board evaluate the school leader? If so, how?

The evaluation of school leadership is a structured process within the governance framework. The Superintendent, the top executive, is evaluated annually by the governing board. This comprehensive evaluation focuses on achieving Key Performance Indicator ("KPI") targets, fulfilling specific annual performance goals, and stakeholder feedback, including insights from surveys and focus groups.

Similarly, school leaders, such as principals, are evaluated by the Chief of Schools—who reports directly to the Superintendent—on their performance in meeting KPI targets, stakeholder feedback via surveys, and a detailed

school leader rubric. These evaluations ensure that leadership remains aligned with the school's mission and is responsive to the community's needs.

Provide an example of a recent issue or policy that the board is working on.

Recently, the board has been deeply involved with strategic plan implementation and progress monitoring. Before the development of the current strategic plan, the board focused on understanding a comprehensive diagnostic report from an external strategic planning partner. This report helped shape the board's perspective on where the school and the organization stand and on what strategic priorities should be set. The board actively provided input on the 2023-2028 strategic plan, outlining priorities and initiatives to guide the school's development. Currently, the board is closely monitoring the implementation of this strategic plan to ensure the school progresses towards these goals effectively and efficiently. This hands-on approach to strategic planning and implementation underscores the board's commitment to proactive governance and to continually improving the school's educational and operational excellence.

9: INNOVATION

What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting?

Achieve leverages charter flexibility in several deliberate ways to accelerate improvement and respond quickly to student needs, while also maintaining a clear-eyed view of where that flexibility has and has not yet produced the desired outcomes.

Curriculum agility and instructional adjustment

Achieve uses its charter autonomy to adopt and adjust curriculum based on evidence rather than fixed district adoption cycles. The school can review pilot data, conduct site visits, gather teacher feedback, and move forward within a single school year when instructional needs are clear. This flexibility enabled the adoption of UFLI and Fishtank Learning within one year after early evidence showed stronger alignment to student needs and instructional goals.

This autonomy also allows the school to make mid-year instructional adjustments when data warrant change. For example, before winter break in 2024–25, all students in grades 3–5 were reassessed on foundational reading skills. Based on the results, students were regrouped for intervention immediately upon returning in January. Some students exited the intervention to participate in book clubs and literacy circles, while others received more intensive support. Teachers adjusted to new groupings within days, rather than waiting for a new school year.

Similarly, when data showed that the existing reading intervention program in grades 3–5 was designed for younger students and not producing sufficient results, the school replaced it mid-year with a redesigned intervention block that combined i-Ready diagnostics with targeted small-group vocabulary instruction aligned to student needs. In a traditional district context, these types of mid-year curriculum shifts would typically require multi-year approval processes and standardized rollout across schools.

At the same time, Achieve is candid that curriculum flexibility alone does not guarantee results. Academic indicators, particularly in ELA and English Learner progress, demonstrate that strong materials must be paired

with high-quality implementation, teacher skill development, and sufficient intervention time. The school continues to refine how it uses this flexibility to drive measurable impact.

Flexible staffing and schedule design for integrated services

Achieve also leverages charter flexibility in staffing and scheduling to support integrated service delivery. Special education specialists are assigned across grade bands rather than fixed caseload formulas, allowing leaders to concentrate push-in support where student need is greatest rather than distributing time evenly regardless of demand. Paraprofessional assignments are similarly flexible, enabling rapid adjustments as new students enroll or needs change without prolonged reassignment processes.

The master schedule is designed annually at the school level in partnership with network leaders rather than dictated by district-wide bell schedules. This flexibility has enabled several instructional design decisions, including extended literacy blocks across grades, staggered intervention schedules in early grades to maximize tutor effectiveness, and responsive adjustments to professional development time in response to teacher feedback. For example, early-release schedules were redesigned mid-year to balance instructional learning with structured wellness sessions.

Achieve acknowledges, however, that flexibility does not automatically translate into optimal structures. As noted elsewhere in this report, intervention time in grades 3–5 remains inconsistent due to competing priorities, despite schedule autonomy. Redesigning the master schedule for 2026–27 to protect daily intervention time is the school's highest operational priority. This reflects a mature system focused on improving how flexibility is used, rather than simply celebrating its existence.

Investment in instructional coaching and adaptive professional learning

A third area of charter autonomy is Achieve's staffing investment in instructional coaching. The school allocates approximately 3.0 FTE to coaching roles, resulting in a ratio of roughly one coach per eight teachers. This allows for a sustained weekly coaching cycle that includes grade-level planning, data analysis, and individual coaching for each teacher, far exceeding typical district coaching ratios.

Professional learning is adjusted in real time based on observation data, teacher feedback, and student outcomes. When teachers indicated that professional development was overly focused on logistics, the school shifted toward domain-specific instructional content. When walkthroughs revealed a schoolwide need for stronger checks for understanding, the pacing of professional learning was adjusted to allow deeper skill development rather than moving forward with a preset agenda. Wellness sessions were also added mid-year in response to staff feedback about workload and sustainability.

This coaching investment requires tradeoffs. To fund these positions, Achieve operates larger class sizes in grades 4–5 than in lower grades. While teacher retention remains strong, academic outcomes indicate that coaching has not yet translated into the level of student achievement the school is targeting. As a result, the coaching model is being refined to focus more explicitly on data-driven instructional adjustment, tighter feedback loops, and clearer evidence of impact in student work.

Using autonomy with discipline and accountability

Achieve's experience underscores that charter autonomy is necessary but not sufficient. The flexibilities available to charter schools provide powerful tools, but results depend on disciplined execution and continuous refinement. The school is using its autonomy to strengthen daily ELD routines, accelerate data-to-action cycles, and redesign the master schedule to protect intervention time. The ultimate measure of success will be

improved academic outcomes in 2025–26 and beyond. Achieve remains committed to honest assessment, rapid course correction, and responsible use of charter flexibility in the service of student learning.

10: FACILITIES

Does the school's current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.

Yes, our lease runs through the charter term.

Do you anticipate applying for District facilities through Prop 39 during the upcoming charter term?

No.

11: PROPOSED MATERIAL REVISIONS / SUBSTANTIAL CHANGES

Note: Material revision requests typically will need to be submitted separately from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:

If applicable: Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:

- Substantial changes to the educational program
- Changes in grade levels to be served
- Changes to lottery preferences or admission procedures
- Changes to the governance structure
- Adding or changing school location (with the exception of moving into a District-owned facility)
- Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the OCS Material Revision Handbook for more detailed information.

No material revisions.

12: VERIFIED DATA

For data that the school considers to be meeting the Ed Code definition of “verified data”, please include a summary of the results from your school’s verified data.

N/A - No verified data option under current charter law.

Enrollment (for Fall 2026) (if submitting prior to Fall, please include either enrollment as of first day of school or the latest certified enrollment data)

Student Group	Number Enrolled	Percent of Total
Total Enrollment	568	-
Asian	6	1.1%
Black or African American	25	4.4%
Filipino	1	0.2%
Hispanic or Latino	524	92.3%
Native American or Alaskan	0	0.0%
Native Hawaiian or Pacific	0	0.0%
White	9	1.6%
Two or More Races	3	0.5%
Race Not Reported	0	0.0%
Male	276	48.6%
Female	292	51.4%
Homeless Students	58	10.2%
Foster Youth	1	0.2%
FRPM-Eligible/Economically Disadvantaged	530	93.3%
English Learners	424	74.6%
Special Education/Students with IEPs	65	11.4%

Teacher Recruitment/Retention (for each year of current charter term)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of classroom teachers on Census Day (If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)	29	28	32	29	29	29	27
# of vacant classroom teaching positions on Census Day (If submitting prior to Census Day, please include total as of first day of school or the latest certified enrollment data)	0	0	0	0	0	0	0
# of new classroom teacher hires after Census Day	0	0	0	0	2	0	0
# of classroom teachers retained from prior year	26	26	19	29	22	26	19
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	0	0	0	0	3	0	2



2026-27

Notes

SY26/27 data not yet available

SY26/27 data not yet available

SY26/27 data not yet available

SY26/27 data not yet available

SY26/27 data not yet available

Teacher Ethnicity (for Fall 2026 of current charter term)

Ethnicity	Number of Teachers
Asian	8
Black or African	3
Hispanic or Latino	8
White	7
Other Ethnicity or Missing	1
Total Classroom Teachers	27

Demand/Waitlist Information (only for incoming grade levels: TK, K, 6, 9)

Year of Current Charter Term	Date of lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist (as of first day of school)
Example	4/1/2019	TK	75	40	25
		K	180	100	30
		6	115	100	5
		9	90	100	0
2019-20	3/11/2020	TK	65	24	0
		K	220	77	0
		6			
		9			
2020-21	3/9/2021	TK	52	24	0
		K	153	82	0
		6			
		9			
2021-22	3/8/2021	TK	52	24	0
		K	167	82	0
		6			
		9			
2022-23	3/8/2022	TK	130	48	0
		K	204	77	0
		6			
		9			
2023-24	3/8/2023	TK	106	36	0
		K	186	73	0
		6			
		9			
2024-25	3/6/2024	TK	68	48	0
		K	107	66	0

2024-25	3/5/2024	6			
		9			
2025-26	3/5/2025	TK	90	60	0
		K	61	40	0
		6			
		9			
2026-27		TK	83	60	TBD Aug 10th
		K	50	44	TBD Aug 10th
		6			
		9			

Special Education

i Instructions: Please fill in the following table based on service minutes as of the last day of school.

	2024-25	2025-26
# of students with IEPs receiving < 450 service minutes weekly	33	45
# of students with IEPs receiving > 450 service minutes weekly	8	22
# of students with IEPs in NPS placement	1	0
Total SWD enrolled	42	67

Special Education Enrollment Count by Primary Disability

i Instructions: For the table below, please align data with the EOY SELPA 16.12 Report Disability (EOY 4). If you are submitting prior to the EOY CALPADS Certification deadline for the Uncertified report as of the last day of school. If you need assistance, please contact the CDE for additional information regarding this data.

	2019-20	2020-21	2021-22
Total Unduplicated Count	59	63	54
Intellectual Disability (ID) 210	3	4	5
Hard of Hearing (HH) 220	0	0	0
Deafness (DEAF)/Hearing impairment (HI) 230	0	0	0
Speech or language impairment (SLI) 240	19	19	16
Visual impairment (VI) 250	0	0	0
Emotional Disturbance (ED) 260	3	2	2
Orthopedic impairment (OI) 270	0	0	0
Other health impairment (OHI) 280	9	12	11
Established medical disability (EMD) 281	0	0	0
Specific learning disability (SLD) 290	13	15	10
Deaf-Blindness (DB) 300	0	0	0
Multiple disabilities (MD) 310	0	0	0
Autism (AUT) 320	12	11	10
Traumatic brain injury (TBI) 330	0	0	0

- Students with Disabilities - Education Plan by Primary
 or this year, you can include data from the 16.12 Revised
 Office of Charter Schools. Please note, OCS may request

2022-23	2023-24	2024-25	2025-26
57	44	42	67
4	2	2	3
0	0	0	0
1	0	0	0
18	14	19	21
0	0	0	1
2	1	1	0
0	0	0	0
8	5	3	8
0	0	0	0
11	9	3	9
0	0	0	0
0	0	0	0
13	13	14	25
0	0	0	0

Reclassification (for each year of current charter term)							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total # of English Language Learners actively enrolled from the first Wednesday of October (Census Day) and the last day of school	441	401	401	434	417	416	408
Total # of students that reclassified	12	1	11	28	21	26	22