

This is the official scanned version of the Ackerman Charter School Annual Report from the SBE February 2017 Information Memoranda posted at <http://www.cde.ca.gov/be/pn/im/infomemofeb2017.asp>

An accessible version of the contents of this document is located at <http://www.cde.ca.gov/be/pn/im/memo-csd-feb17item02a1.asp>

The scanned document starts following this initial page.

January 9, 2017

To: California State Board of Education

From: Ackerman Charter School District, Kelly Graham, Superintendent

Re: Charter Renewal

Bowman School was established in 1895 and has served as a focal point for the Bowman community since its establishment. When widening of the interstate cut a swathe through the area, the school remained to keep the community intact. Placer County's Bowman community, the intersection of mini marts and mountain homes, agriculture and fast food huts, sees traffic move to and from the Sierras.

Behind the franchised facades and small one of a kind cafes are residential neighborhoods that date back to the days of the Gold Rush. Settled in the mid 1800's, the community of Bowman was an outgrowth of the regions' mining camps. Sitting on the bluffs above the North Fork of the American River, this area proved more suitable for raising cattle and growing fruit than for mining gold. The village of Bowman, a country store and post office was firmly established with a spur from the Central Pacific Railroad.

The school, originally a one room school building topped by a wood shingled bell tower, was opened to serve the growing population which included dairy farmers, cattle ranchers, and fruit growers. Berries, especially raspberries and strawberries were some of the richest crops, although apples, pears, and peaches were also planted. Longtime residents will tell you that the one thing that makes Bowman, Bowman is the school.

Bowman Charter School is located in the Ackerman Charter School District and serves students in Transitional-Kindergarten through eighth grades with an enrollment of 585 students. In 2006, Bowman School was recognized as a California Distinguished School. In 2007, the Ackerman School District was granted charter status. Consequently, families outside of the area boundaries have the opportunity to enroll their children as charter students.

#### **Academic Success of the District:**

Our school successes are many. In 2006, we were recognized as a California Distinguished School. Our school's attendance is made up of 40% in District students and 60% Charter students. Of the 60%, approximately 98% are from Auburn, CA, and would have attended Auburn Union School District. This is important when looking at data provided in this narrative. We have a long waiting list each year of parents wanting to enroll their children into our District. Unfortunately, we cannot take them all due to lack of facilities. Our students often go on to be top performing students in Placer County High Schools both in and out of the classroom. We have rigorous electives programs in middle school and are known for our performing arts. This includes band, recorders, drama, dance, musical theater, choral and general music in classrooms K-4. Middle school electives include STEM, Robotics, 3 D printing, Computer Programming, Video Production, Web Page Design, Marine Biology, Debate, Spanish, Art, Peer tutors, and Journalism just to name a few. Ackerman Charter School District enjoys a robust Student Leadership program with active community involvement. Ackerman fields competitive athletic teams in Sierra Foothill Middle School League in multiple sports. The league includes teams both charter and public schools from the foothills to the Rocklin Roseville areas of Placer County.

This narrative is guided by the following Ed Code section. It is important when reading the narrative to distinguish between a charter school and a charter district. Ackerman School District became Ackerman Charter School District and is one of 8 charter districts in the state of California. Ackerman has one school in its district, Bowman Charter School, and is located in Auburn, California.

Pursuant to EC Section 47607(a)(3)(A)

“The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public school that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population that is served at the charter district.”

This determination is based on all of the following:

Documented and clear and convincing data; Pupil achievement data from assessments for demographically similar pupil populations in the comparison schools; and Information submitted by the charter school.

ACSD uses multiple benchmark assessments in driving instructional practices, remediation and interventions across the TK-8 campus. (Bowman Charter School) These assessments include:

- Accelerated Reader
- STAR Reading (AR)
- DIBELS Next- Reading and Math
- ESGI
- FRY
- SIPPS
- REWARDS
- BPST
- Read Live
- Slosson

In addition, ACSD has made it a priority to implement all state programs and accountability measures. LCAP documentation, development, and review are very critical to our mission. The administering and analyzing of benchmark assessments allows us to make critical judgements of our success in student learning as we move through the school year. Many of the assessments used are embedded within CASSPP, such as IAB's (Interim Assessment Blocks). IAB's are used to not only prepare for the spring testing window, but also as a learning tool to gauge the level of students' performance and understanding. We use curriculum embedded assessment data, high school placement assessment data, and culminating project rubrics to drive our instruction. Lastly, as all public schools, ACSD students take the CASSPP in the spring. Our result on the statewide assessment is the only way to measure ourselves against other districts in our county. (See graphs attached on comparative ELA and Math scores provided by our local LEA Placer County Office of Education). We point you to this neither to boast nor to brag, but instead in an effort to meet the previous Education Code cited regarding comparable data. On the data sheets you will see Ackerman Charter School District followed by Alta-Dutch and then Auburn Union.

“The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public school that the charter school pupils would otherwise have been required to attend.”

The attached graphs demonstrate how our charter students far out perform the district in which they came from in both Mathematics as well as ELA. In fact, we compare very favorably to all Tk-8 school districts in Placer County.

### **Performance Summary of Benchmark Assessments**

Assessment is a large component of our LCAP Goals and is used to improve teaching and learning. Each goal pertaining to academics has an assessment element attached. Being a transitional kindergarten through eighth grade school, assessments are targeted to specific grade levels to measure students' progress and establish benchmarks.

In the area of reading/language arts, many assessments are given to measure students' progress toward proficiency with the Common Core State Standards. In kindergarten, students are assessed bi-monthly using ESGI (Educational Software for Guiding Instruction). ESGI provides our teachers with a secure assessment platform to easily perform one-on-one assessments to quickly gather student performance data to use as formative and/or summative assessments.

In our primary classrooms (first and second grade), DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) are used as assessment measures to assess the acquisition of early literacy skills. DIBELS assesses phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary depending on grade level assigned. DIBELS is administered three times a year for summative benchmarks, as well as monthly for formative assessment purposes for targeted students. Also, our first and second grade students are assessed on FRY words (high frequency sight words) and Slosson (measuring where students comfortably recognize words) three times a year.

In our intermediate grades (third through fifth), students are assessed using DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills). In the intermediate grades, DIBELS is measuring accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS is administered three times a year for summative benchmarks, as well as monthly for formative assessment purposes for targeted students. Additionally, students are assessed using Slosson (measuring where students comfortably recognize words) along with AR STAR Reading during benchmarking periods. AR STAR Reading Assessments are computer adaptive adjusting to each student's responses. AR STAR Reading is used for screening, instructional planning, progress monitoring and benchmarking.

In our middle school grades, students are assessed using AR STAR Reading. AR STAR Reading is administered during three benchmark periods. This year, our middle school program adopted Mirrors and Windows which provides a full correlation to the Common Core State Standards. Mirrors and Windows contains formative surveys, which measures students' basic reading and writing skills, lesson tests, which are provided for every lesson in the text, and unit exams.

In the area of mathematics, our school has adopted Common Core Math Curriculum. Our primary and intermediate grades have adopted Go Math. Our middle school classes have adopted CPM (College Preparatory Mathematics). The teachers are using the math assessments that are included within each program. Go Math contains assessment and Intervention resources which are built into each unit, module, and lesson. CPM focuses on formative/teacher created assessments to measure students' progress toward mastery.

Additionally, this year we are administering DIBELS Math. DIBELS Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that

every child must master in order to become proficient in mathematics. DIBELS Math is administered during benchmarking periods three times a year.

Our students in third through eighth grades take the CAASPP test in the spring of each year. Students at Bowman take training tests and practice tests to become familiar with the testing format and questions. IAB's (Interim Assessment Blocks) are given to students to use as formative assessment data.

The results on the CAASPP established our overall baselines. In the area of English Language Arts, 20% of students exceeded standard, 39% of students met standard, 24% of students nearly met standard, and 17% of students did not meet standard. The students' reading levels were assessed during multiple district benchmarking and progress monitoring periods to measure students' reading progress by at least one (1) grade level. For intermediate grades and middle school: Reading Level measurement was benchmarked using AR STAR Reading Reports; 55% (n=159/288) showed reading growth of one year or more years. For primary grades: Reading Benchmark Proficiency was measured using DIBELS composite reports. 73% (n=124/170) of students are reading at grade level.

In the area of math, the results on the CAASPP established our overall baselines. The district received the results from SBAC/CAASPP and baselines were established. 18% of students exceeded Standard, 33% of students met Standard, 33% of students Nearly Met Standard, and 16% of students did not meet Standard.

The district is meeting the needs of academically low achieving students through a variety of intervention programs and instructional strategies. We have a full-time credentialed Intervention Teacher who oversees many intervention programs across all grade levels. Students requiring intervention services receive focused instruction in small groups with either credentialed teachers or paraprofessionals. Student intervention services include small group classroom-based instruction, additional bonus instruction from specialists (e.g., from Intervention or Learning Center resources), instructional assistants, cross age tutoring, extended day and extended year targeted to the individual student's identified needs. ACSD uses various intuitive software programs as an additional resource to enhance foundational skills. In the middle school grades, students who are not performing at grade level have access to intervention periods focusing on targeting specific skills in the area of language arts and math.

An important addition to the district's focus on excellence and providing interventions for students who are not performing at grade level includes the shift from a traditional RSP/SDC Program to a Learning Center Model which is our vehicle to provide multi-tiered systems of support. Reviewing our SBAC testing data supports the change to the Learning Center Model to provide additional opportunities to service our students, including the students who are "near standard." Additionally, the Learning Center provides early intervention and prevention strategies.

If there are any specific questions or concerns, please do not hesitate to contact me.

Yours in Education,

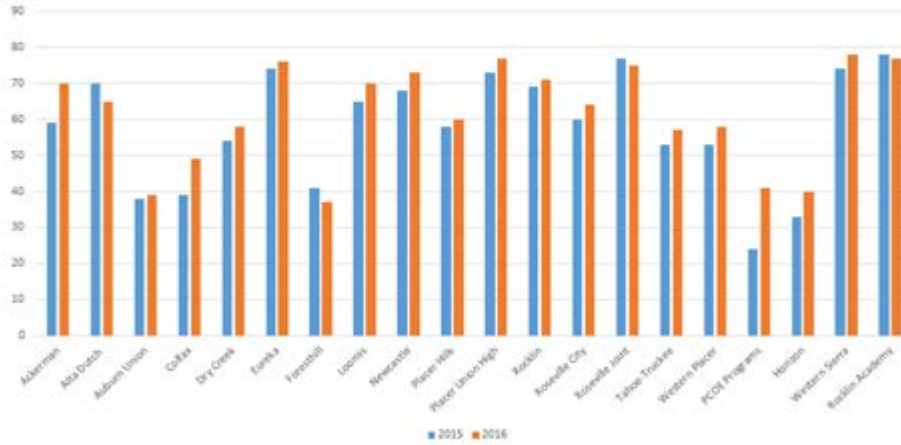
Mr. Kelly Graham, Superintendent/Principal, Ackerman Charter School District



Curriculum, Instruction and Categorical Leaders

CAASPP

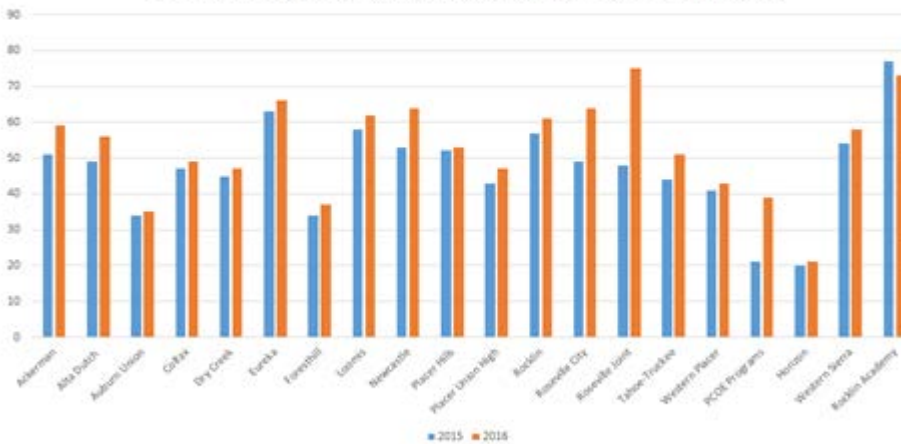
Percent Meets or Exceeds Standards- ELA 2016 Placer County Districts



Curriculum, Instruction and Categorical Leaders

CAASPP

Percent Meets or Exceeds Standards- Mathematics 2016 Placer County Districts





**Placer County Office of Education**

360 Nevada Street, Auburn, CA 95603  
(530) 889-8020 • Fax (530) 745-1405 • [www.placercoe.k12.ca.us](http://www.placercoe.k12.ca.us)

**Gayle Garbolino-Mojica, County Superintendent of Schools**

## Memorandum

Date: **December 21, 2016**

To: **Carolyn Pfister  
Education Programs Consultant  
State Board of Education**

From: **Jennifer Hicks, Executive Director Curriculum & Instruction**

RE: **Ackerman Charter District**

---

Ms. Pfister,

In this memo are the items requested from the Placer County Office of Education by the State Board of Education related to the academic oversight for the Ackerman Charter District.

### **Charter District Local Control Accountability Plan:**

The Ackerman Charter District has produced 2015-2016 Local Control Accountability Plan (LCAP) and Annual Update. The Placer County Office of Education (PCOE) will continue to support and monitor the development and implementation of the Ackerman Charter District LCAP. Similar to other charter schools authorized by the Placer County Board of Education, PCOE will utilize the district LCAP to monitor student progress and activities to support the same.

### **Charter District Oversight Visit:**

The Ackerman Charter District site visit was conducted on October 11th, 2016.

The Placer County Office of Education has no concerns at this time.

### **Charter District Response**

See Attachment A

### **Charter District CAASPP Data**

See attachment B

Attachment A

12/21/2016

*Charter Renewal Petition 2017 - 2022*

2017 - 2022

---

---

---

---

---

---

---

---

- Although tradition is a valued part of Bowman School's roots, during the 2005-2006 school year, Bowman applied for charter status, a move intended to sustain and grow the school district.
- That year, Bowman Charter School was approved as a hybrid model as well as earning the distinction of California Distinguished School.
- We are a public school district with the same public school requirements as all other districts.
- We Don't Recruit Students.
- We are a school of choice.
- We work closely with PCOE in all facets.

---

---

---

---

---

---

---

---

- ACSD/PCOE Connections**
- Budget and Business Oversight, Approval
  - Council of Superintendents
  - SELPA
  - Curriculum and Instruction
  - LCAP
  - Student Information Systems (Aeries)
  - SIG Consortium with all Placer County schools

---

---

---

---

---

---

---

---



12/21/2016

**Charter Petition Incorporates These Goals:**

- Provide a rigorous, challenging, educational experience for all
- Provide Deeper Learning and Critical Thinking Skills
- Promote Communication, Collaboration and Creativity
- Prepare students for Careers in the 21<sup>st</sup> Century

---

---

---

---

---

---

---

---

**Student Section Process**

ACSD is roughly 40% in District Students and 60% Charter.

Priority for enrollment is as follows:

1. In District
2. Charter Sibling
3. New Charter Student

---

---

---

---

---

---

---

---

**Student Selection is done through a double blind lottery.**

Lottery consists of names and numbers drawn separately by separate people.

There can be no discrimination.

---

---

---

---

---

---

---

---

12/21/2016

- Our Middle School offers a wider range of elective choices including STEM, Computer Science, Video Production, Web Design, Spanish, Marine Biology, Journalism, Battle of the Books, Art, Woodworking and Leadership.
- Our Performing Arts program includes three levels of choir, three levels of band, wind ensemble, beginning ukulele, recorder instruction, dance, general music for primary classrooms, music docent, and a musical theatre class for middle school students.
- 1 to 1 Chromebooks 2<sup>nd</sup> – 8<sup>th</sup> grade and Chromebook cart for 1st grade, ebooks access for Math, Science, and Social Studies curriculum; text to speech and speech to text programs for targeted students.
- Use of iPads for delivering small group instruction (Speech, OT, Title 1).

---

---

---

---

---

---

---

---

- ### New Programmatic Changes
- Our classrooms have technological improvements such as SMART boards.
  - Voice Enhancement Systems for all classrooms to promote student engagement and assist with instructional delivery.
  - Our more efficient Master Schedule allows for an MTSS based approach to best meet the needs of each individual student.

---

---

---

---

---

---

---

---

- ### Learning Center: A shift from the traditional Special Ed Model
- We serve over 65 students per day
  - Both Gen Ed and Special Ed
  - Destigmatizing Special Needs and Special Needs students

---

---

---

---

---

---

---

---

12/21/2016

### Measurable Outcomes




---

---

---

---

---

---

---

---

#### Measurable Outcomes Standards Met or Exceeded

Grade	ELA	Math	Science	2015
3	86	54		
4	84	63		
5	80	55	82	
6	46	48		
7	63	46		
8	51	38	66	

---

---

---

---

---

---

---

---

#### Measurable Outcomes Standards Met or Exceeded

Grade	ELA	Math	Science	2016
3	61	58		
4	56	64		
5	72 (60)	59 (55)	Not Yet Reported	
6	79 (48)	70 (48)		
7	73 (63)	54 (46)		
8	75 (51)	45 (38)	Not Yet Reported	

---

---

---

---

---

---

---

---

12/21/2016



---

---

---

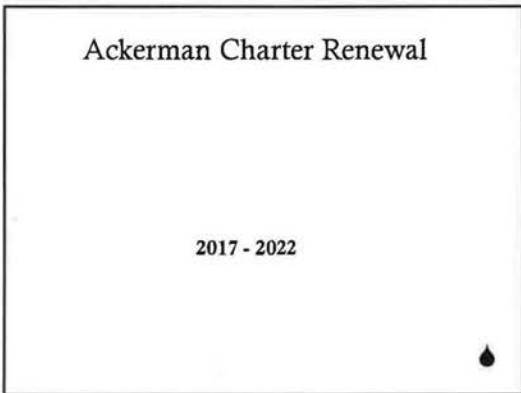
---

---

---

---

---



---

---

---

---

---

---

---

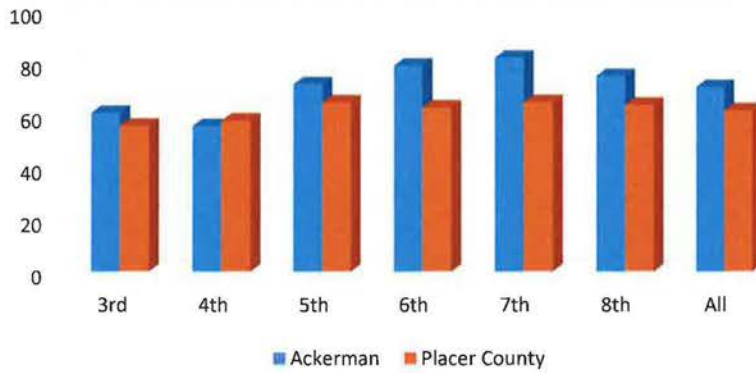
---

Attachment B

English Language Arts 2015-2016

	3rd	4th	5th	6th	7th	8th	All
Ackerman	61	56	72	79	82	75	70.83333
Placer County	56	58	65	63	65	64	61.83333

CAASPP ELA Comparison Meets or Exceeds Standards



Mathematics 2015-2016

	3rd	4th	5th	6th	7th	8th	All
Ackerman	58	64	59	70	53	45	58.16667
Placer County	60	54	50	50	52	51	52.83333

CAASPP Math Comparison Meets or Exceeds Standards

