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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Response for Ackerman Charter



Placer County Office of Education


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Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: **February 23, 2018**

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

From: **Phillip J. Williams, Deputy Superintendent** 

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 Response
See Attachment A

County Office of Education to Provide

1) Charter District CAASPP Data
See attachment B

2) Charter District Local Control Accountability Plan
The Ackerman Charter District has produced 2017-2018 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.

3) Charter District Oversight Visit
The Ackerman Charter District site visit was conducted on January 9, 2018.

4) Dashboard Analysis
See Attachment C

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

Phillip J. Williams, Deputy Superintendent
530.745.1389



ATTACHMENT A

Ackerman Charter School District
Oversight Report
2016-17

Response for Ackerman Charter

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission Statement

ACSD's mission is to assist students in becoming academically successful, responsible, confident, and creative by providing a safe, nurturing, and academically challenging environment. To accomplish this mission, ACSD focuses on student outcomes and offers an educational program that promotes academic self-reliance, personal integrity, and a lifelong love of learning.

Educational Philosophy for All

The Ackerman Charter School District parents, staff, and students believe in:

- Fostering a collaborative environment through the use of PLCs (Professional Learning Communities)
- Involving stakeholders, which include parents and the community, in the decision-making process regarding school issues, projects, environment, structure, LCAP, and curriculum
- Promoting high expectations for student outcomes
- Recognizing that children are individuals with unique needs
- Promoting parental involvement and parental choice as essential elements of a quality educational experience

Ackerman Charter School District believes that an educated person in the 21st Century is a confident, lifelong learner who can communicate successfully, think creatively, reason logically, manage resources effectively, and contributes talents, strengths, and abilities to the community.

ACSD believes that learning best occurs when:

- Instructional activities are created to meet state adopted content standards and are inter-disciplinary
- Activities are intentionally designed to build student creativity, innovation, critical thinking, problem-solving skills, collaboration, and effective communication
- Using the PLC model, assessments are used as a diagnostic tool to inform "next steps" and as an accountability tool to ensure academic mastery for students
- Curriculum and instruction are rigorous, reflecting a rich and appropriate balance of direct instruction, student engagement, inter-disciplinary reading and writing, 21st Century Challenge Units, and activities that provide real-life context (See Attachment A)

- Expectations and accountability are high
- Parents are involved in the educational process; each parent is required to sign a Family Compact (See Attachment C) for each student enrolled in the district.
- Students are given opportunities to make responsible decisions
- Students are enriched through access to technology, field trips, exposure to the visual and performing arts, and extracurricular activities

Parents enroll their students at ACSD for:

- Small TK-8 school environment
- High student academic achievement
- Safe place where students are nurtured and supported
- Highly qualified staff
- Well-rounded program including integrated technology, performing arts, visual arts, P.E., competitive athletics, and enrichment opportunities such as parent volunteer led Art Docent, Music Docent, Garden Life Lab for primary grades
- Intervention and enrichment programs
- Community connections through facilities use (e.g. Scouts, field sports, civic organizations), and school sponsored parent/staff presentations, events, and forums

Educational Program

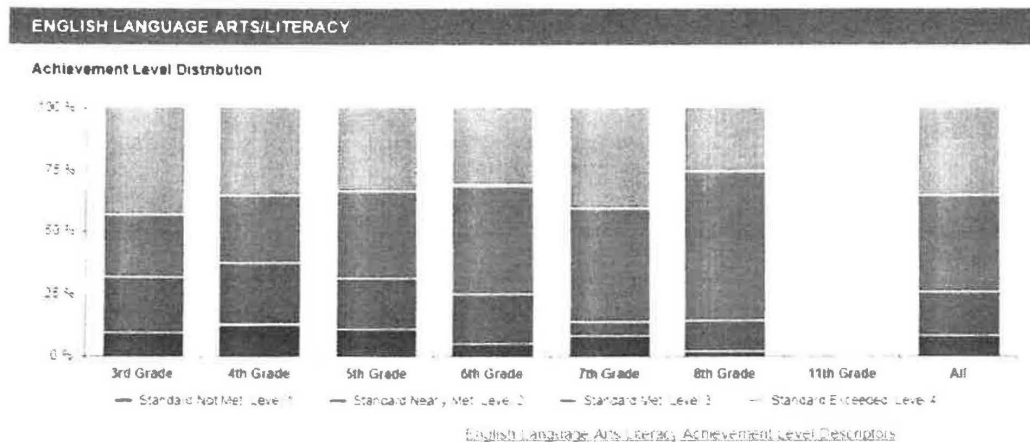
ACSD's on-site district charter, educational program focuses on ensuring that students meet or exceed local benchmarks and common core state standards. To facilitate this focus, ACSD has the following programs and strategies in place:

- Students are viewed as individuals with unique learning needs
- State adopted content standards curriculum is implemented throughout grades TK-8 (Attachment A)
- Use of PLC (Professional Learning Communities) as a vehicle to identify essential standards, measure student proficiency levels, and determine student mastery of subject matter content
- School-wide Master Schedules are developed to provide each grade level with consistent intervention/enrichment time periods throughout the regular school day
- Technology is used to deliver content area material; (e.g. SMART Boards, Projectors, Voice Enhancement Systems, document cameras, 1:1 Chromebooks grades 2nd-8th, 1st grade Chromebook cart, 30-seat computer Lab, in-class computers)
- Weekly meetings of school Support Staff to identify individual, student-specific needs that could benefit from internal program referrals

Response for Ackerman Charter

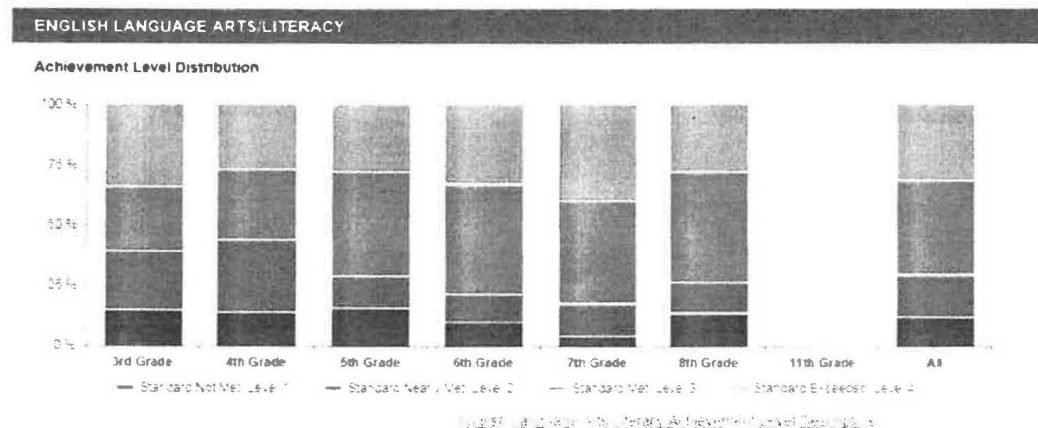
Smarter Balanced Assessment Test Results for:
School: Bowman Charter

Smarter Balanced Results (2017)



▶ All Students (accessible data)

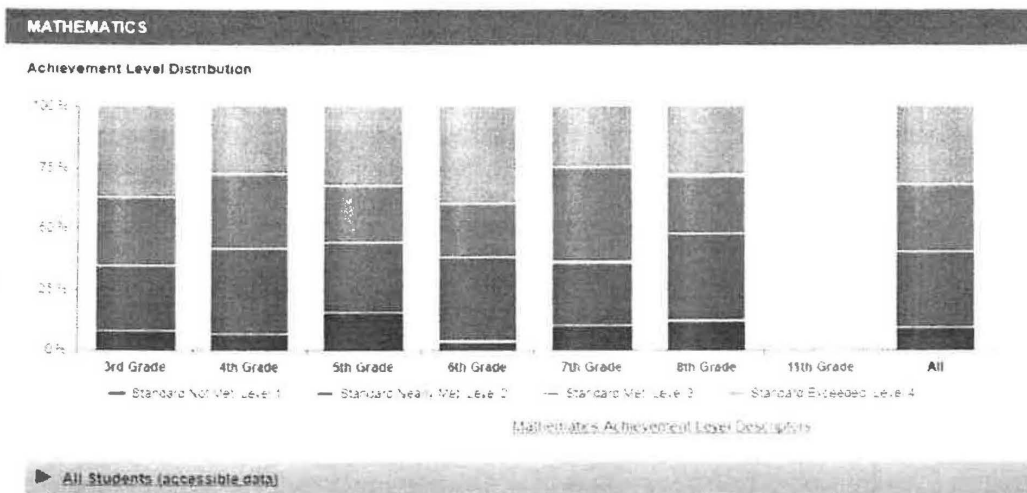
Smarter Balanced Results (2016)



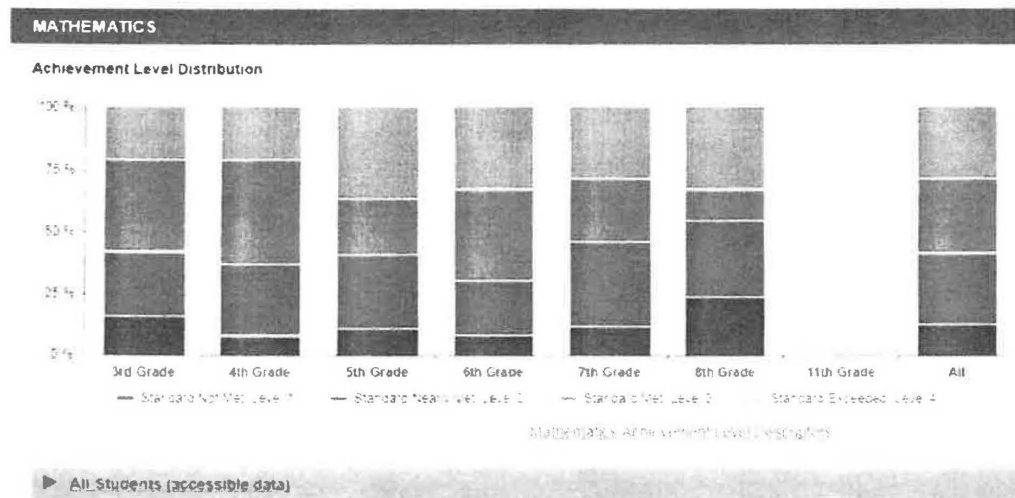
▶ All Students (accessible data)

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Smarter Balanced Results (2017)



Smarter Balanced Results (2016)



Response for Ackerman Charter

Attachment G:

Measurable Student Outcomes from 2012-2017 Charter:

- All students will progress towards achieving Common Core State standards at a Standard Met or Standard Exceeded as measured by the CAASPP in Language Arts, Mathematics, Science and Social Studies at the grade levels determined by the California Department of Education.
- Average of the three most recent annual API calculations: 872

2015- Percent of Students at Standards Met or Standards Exceeded

Grade	Language Arts	Math	Science
3	66	54	
4	64	63	
5	60	55	82
6	46	48	
7	63	46	
8	51	38	66

compared to:

2016- Percent of Students at Standards Met or Standards Exceeded

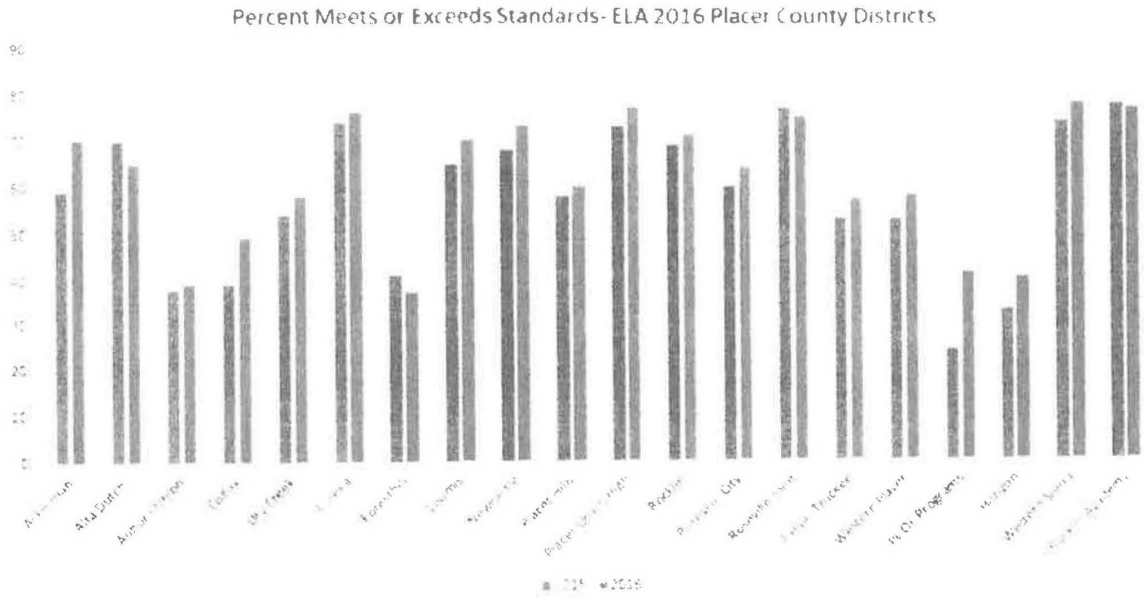
Grade	Language Arts	Math	Science
3	61	58	
4	56	64	
5	72	59	not yet reported
6	79	70	
7	83	54	
8	75	45	not yet reported

2016 - Comparing Overall Achievement (Percent of students at Standards Met or Standards Exceeded)

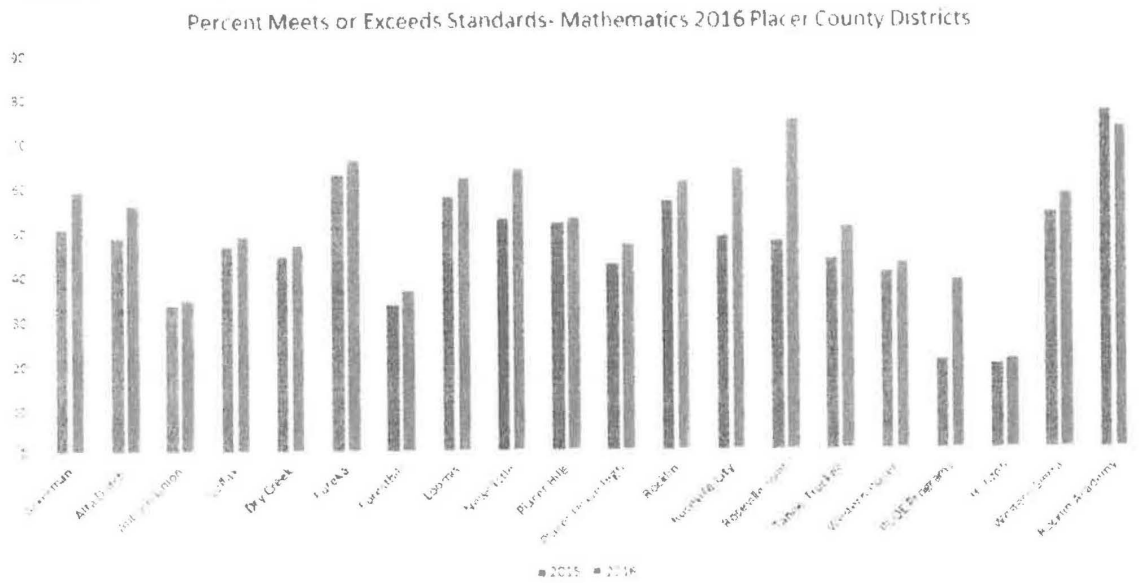
	ACSD	Placer County	California
ELA	70	63	49
Math	59	52	37

Response for Ackerman Charter

CAASPP Results by County Districts



CAASPP Results by County Districts



Bowman Charter School

10/5/2016

2016-2017 **Student Counts by Grade and Subgroup (CBEDS) - 10/05/2016** Page 1

Grade	Total Enrolled	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEF)	Socio-Economically Disadvantaged
TK	18	0	0	0	0	0	0	4
K	63	1	0	0	0	5	1	19
1	68	1	0	0	0	3	1	11
2	64	1	2	0	0	1	1	16
3	66	1	0	0	0	5	2	12
4	64	0	0	0	0	2	1	16
5	66	0	1	0	0	5	1	12
6	62	1	1	0	0	8	1	14
7	62	2	0	0	0	2	2	11
8	53	2	1	0	0	5	4	9
Totals	586	9	5	0	0	36	14	124

Students not counted if their Reporting Home School is not the current school

Bowman Charter School

10/5/2016

2016-2017 **Student Counts by Grade and Race/Ethnicity (CBEDS) - 10/05/2016** Page 1

Grade	Total Enrolled	Hispanic	Amer Indian/ Alaskan Native	Asian	Black/ African American	Hawaiian/ Pacific Islander	White	Multiple	Missing
TK	18	2 11.11%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	16 88.89%	0 0.00%	0 0.00%
K	63	7 11.11%	0 0.00%	0 0.00%	1 1.59%	0 0.00%	51 80.95%	4 6.35%	0 0.00%
1	68	10 14.71%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	54 79.41%	2 2.94%	2 2.94%
2	64	9 14.06%	0 0.00%	0 0.00%	1 1.56%	0 0.00%	46 71.88%	7 10.94%	1 1.56%
3	66	10 15.15%	1 1.52%	1 1.52%	0 0.00%	0 0.00%	48 72.73%	6 9.09%	0 0.00%
4	64	10 15.62%	0 0.00%	1 1.56%	0 0.00%	0 0.00%	49 76.56%	3 4.69%	1 1.56%
5	66	8 12.12%	0 0.00%	1 1.52%	1 1.52%	0 0.00%	54 81.82%	2 3.03%	0 0.00%
6	62	5 8.06%	1 1.61%	2 3.23%	1 1.61%	0 0.00%	49 79.03%	1 1.61%	3 4.84%
7	62	8 12.90%	0 0.00%	2 3.23%	0 0.00%	0 0.00%	49 79.03%	3 4.84%	0 0.00%
8	53	5 9.43%	0 0.00%	2 3.77%	0 0.00%	0 0.00%	44 83.02%	2 3.77%	0 0.00%
Totals	586	74 12.63%	2 0.34%	9 1.54%	4 0.68%	0 0.00%	460 78.50%	30 5.12%	7 1.19%

Students not counted if their Reporting Home School is not the current school

Response for Ackerman Charter

Annual Oversight Report

Summary of the Student Growth and Areas of Need

At Bowman Charter School, we take pride in the academic performance of our students. We provide students with a broad and rigorous curriculum that challenges them in many different areas. Bowman is proud to offer all students physical education, music, and theater taught by credentialed teachers. Students progress is monitored in many different ways both locally and on Statewide assessments.

Students in grades K-5 are assessed to monitor foundational skills in both math and ELA using the DIBELS assessments and skill assessments provided by adopted. Once assessed, students are provided interventions and extensions based on need. Monitoring continues throughout the year to track progress and fluidly move students within different groups.

The Fall 2017 Dashboard release revealed continuous growth for Bowman Charter School. Some of the colors represented in the "pie" charts has changed from blue in the Spring of 2017 to green this fall, a deeper look into the data finds Bowman's status remaining "high" and the distance from Level 3 increasing in both ELA and Math.

ELA scores have improved from "high" in the Spring to "very high" this fall. We were able to increase our distance from Level 3 another 12.5 points. Since 2016 our students have improved their performance at total of 37.1 points. A deeper look into the performance of our student groups reveals that "Students with Disabilities" although remain as "yellow pie" they too have improved from -41.2 points below Level 3 in the spring to 10.4 below Level 3 and improvement of 30.9 points.

Math scores have improved as well for our entire population. Bowman remains at the "high" status level even though our "pie" has changed from blue to green. There has been an increase of 9.3 points since early 2017, and an improvement from -4.1 below the distance of Level 3 to +21.3 above Level 3, an increase of 25.5 points. Student groups have also shown improvement. Students in the "socioeconomically disadvantaged" group have demonstrated the most growth moving from yellow to green pie with a status of increasing from low to medium. Their growth has improved from 29.6 points below Level 3 to 16.2 points below Level 3.

An area that has seen growth, but is concerning as well is our Suspension Rate. Suspension rates of students in the "socio-economically disadvantaged" and "students with disabilities" have increased, dropping from blue and green pie to yellow and orange respectively. As a staff we continue to implement strategies that help these students gain positive images of themselves and build self esteem in various ways like offering AVID, peer tutoring, Leadership and classroom systems of support.

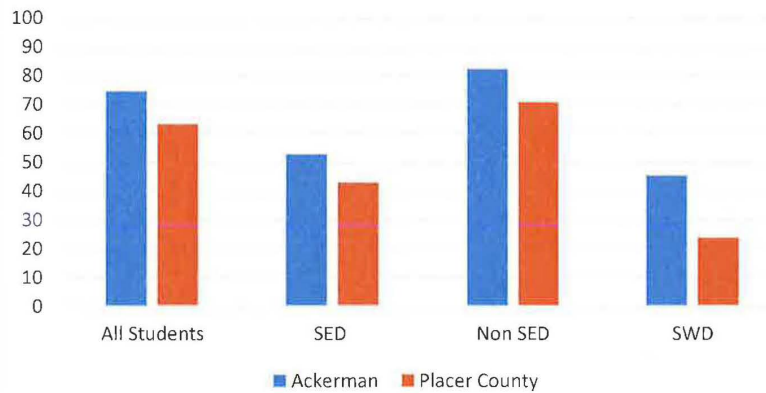
As stated in the Ackerman Charter School District Charter Renewal of 2017, CDS Code: 31 66761, all of our teachers are highly qualified and credentialed approved by our County Office of Education. Ackerman CSD continues to operate as any public school following all rules and regulations set forth for public schools. Being one of 7 Charter Districts in California, it is imperative Bowman School and The Ackerman CSD follow all oversights set forth by Placer County. Included in this oversight is financial, technology, attendance, credentials and curriculum instruction. Ackerman CSD remains one of the higher performing school districts in Placer County and the student outcomes are directly related to PCOE oversight, parent input, a rigorous LCAP process, as well as Ackerman's commitment to excellence and improvement.

Response for Ackerman Charter

ATTACHMENT B

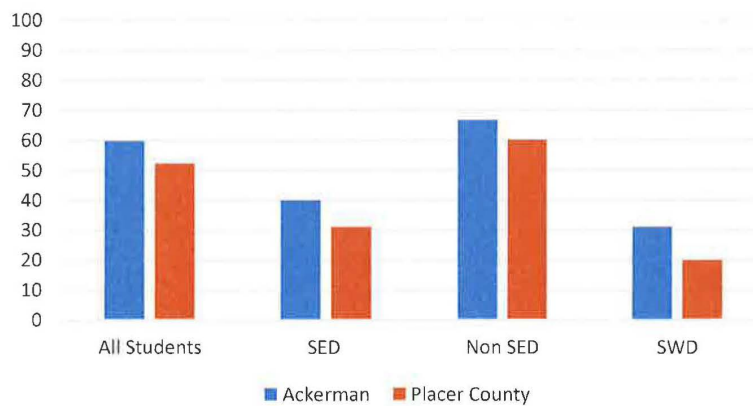
ELA	All Students	SED	Non SED	SWD
Ackerman	74.45	52.63	82.16	45.16
Placer County	63.02	42.79	70.61	23.65

2017 CAASPP English Language Arts Results- Students At or Exceeds Standards



Math	All Students	SED	Non SED	SWD
Ackerman	59.67	40	66.67	31.04
Placer County	52.14	31.03	60.09	19.84

2017 CAASPP Math Results- Students At or Exceeds Standards



ATTACHMENT C

DASHBOARD ANALYSIS

Indicator	Student Performance	Status	Change
Suspension rate			
All	Green	Medium 1.8%	Declined Significantly (-1%)
SED	Yellow	High 3.9%	Decline (-0.4%)
SWD	Orange	High 3.9%	Maintained (+ 0.2%)
Hispanic	Orange	High 3.8%	Increased (+1%)
White	Green	Medium 1.3%	Declined Significantly (-1.8%)
ELA			
All	Blue	Very High 47.9 points above level 3	Increased (+12.5 points)
SED	Green	Medium 5.3 points above level 3	Increased +4.5 points
SWD	Yellow	Low 10.4 points below level 3	Increased Significantly +30.9 points
Hispanic	Green	High 24.1 points above level 3	Increased +4.2 points
White	Blue	Very High 49.8 points above level 3	Increased +12.3 points
Math			
All	Green	High 21.3 points above level 3	Increased +9.3 points
SED	Green	Medium 16.2 points below level 3	Increased +13.4 points
SWD	No color	Low 38 points below level 3	Increased +9.4 points
Hispanic	Green	Medium 4.2 points below level 3	Increased +9.4 points
White	Green	High 23.1 points above level 3	Increased +8.7 points
Local Indicators	Met all local indicators		