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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 email at charters@cde.ca.gov.



Placer County Office of Education

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Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: **May 1, 2020**

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

From: **Jennifer Hicks, Assistant 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 2019-2020 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 23, 2020.

Response from Ackerman Charter

4) Dashboard Analysis

See Attachment C

The Ackerman Charter District is offered “Level 1 Support for all LEAs and schools” which includes support with the following:

- LCAP writing professional development and technical assistance
- LCAP review and feedback
- Curriculum and instruction leadership
- Curriculum frameworks and instructional materials adoption
- Resources, guidance and professional learning
- MTSS implementation

5) Acknowledgement

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

Response from Ackerman Charter

ATTACHMENT A

Ackerman Charter School District (ACSD) is a one-school district (Bowman Charter School) serving the community of Bowman located in northern Auburn. Bowman was established in 1895 and has continuously remained open since that time. Although Bowman looks much different today with its two story classroom building and newly completed gymnasium and fine Arts building, it remains the nucleus of our community.

Since 2007, the Ackerman Charter School District has retained its status as the ninth charter school district in the State of California. The enrollment, currently standing at 594, continues to increase with waiting lists at every grade level. Challenging each and every student at his or her level on a daily basis is an important focus for ACSD. Ackerman is very proud of the broad course of study it is able to offer its students including a social emotional curriculum, new English and Science curricula, 1:1 Chromebook, performing arts and physical education classes, and college and career readiness electives.

ACSD has been deeply involved in maintaining and improving the delivery of instruction in all classrooms using the Universal Design for Learning (UDL) guidelines and rubrics. In the 2017-2018 and 2018-2019 school years, Bowman teachers were trained on UDL guidelines and received administrative and peer support implementing these guidelines in the classroom. In this current school year, 2019-2020, teachers have been evaluated using these UDL guidelines and strategies. Ackerman continues to identify intervention programs and systems that support ALL students.

Bowman continues to build a strong community of caring and compassionate students who have a positive impact on society. A social emotional curriculum was implemented in grades TK-3 during the 2019-2020 school year. A new TK-8 writing program and 6-8 science program were adopted. Students have access to up to date technology on their Chromebook. Performing arts and physical education classes are offered across all grade levels. Middle school electives emphasize college and career readiness skills that focus on communication, collaboration, and ingenuity. These programs have proven effective as state scores in English Language Arts and Math remain strong. Ackerman Charter School District remains committed to providing social, emotional, and educational instruction to all students.

Updates:

- In 2019, Ackerman adopted a social-emotional program that spans grades TK-8. The District is implementing a staggered rollout with grades TK-3 beginning in 2019-2020, grades 4-5 starting in 2020-2021, and middle school in 2021-2022. Through the program, students participate in many lessons that foster a culture of kindness, respect, and compassion throughout the school community.
- In the spring of 2019, the teachers of ACSD adopted a TK-8 writing program. Writing by Design provides common language across grade levels, comprehensive lessons, and suggestions for differentiated instruction.
- During the 2018-19 school the State of California published the approved list of potential NGSS science curriculum programs available for review and possible adoption. Middle school adopted and implemented Amplify in fall 2019. TK-5 continued the pilot process and will adopt in the spring of 2020.

Response from Ackerman Charter

- ACSD's technology program remains as 1:1 Chromebook in grades 2-8, as well as Chromebook carts in TK, kindergarten, and first grade. These devices are managed by a credentialed technology coordinator and part-time technology specialist. All students are able to access curricular e-books, support apps, and Google apps. Students with individualized educational plans and/or accommodations can also access text-to-speech and speech-to-text.
- Performing Arts continues as a point of pride for ACSD. Children TK-5 are offered music multiple times weekly through general music instruction (TK-3), recorders in fourth grade, and beginning band in fifth grade. In grades 6-8 students are offered two levels of band- jazz band and wind ensemble. There are also three levels of choir. Musical theater performances are held yearly and developed through a drama class offered two trimesters per year. Currently ACSD has two credentialed music teachers who are housed in classrooms within our newly completed Multipurpose Room.
- Physical education and wellness are important to developing a well-rounded human being. Wellness is also a focal point with instruction in healthy eating, growth mindset, and strategies for handling stress in one's life. At ACSD, physical education is offered for 100 minutes weekly to grades 1-8, taught by credentialed physical education teachers and a trained paraprofessional aide. Students are taught skills and games to promote lifelong exercise. Cardio-health is also stressed with the building of endurance through running, walking, and other aerobic activity. With the completion of our state of the art Multipurpose Room, students are able to engage in physical activity rain or shine.
- ACSD offers a broad course of study with electives in our middle school. Courses including STEAM, 3D design, Forensic Science, Video Production, Money Matters, Gardening, Peer Tutors, Biz World, Leadership, Mythology, Sculpture, and Art are challenging and Common Core Standard aligned. Middle school electives emphasize college and career readiness skills that focus on communication, collaboration, and ingenuity.

Authorization:

	2017-18	2018-19
Enrollment	607	594
Socio-economically Disadvantaged	29.7% (180 students)	27.9% (165 students)
English Learners	2.8% (17 students)	3.37% (20 students)
White	77.1% (468 students)	76.26% (453 students)
Hispanic	13% (79 students)	14.2% (84 students)
American Indian	.49% (3 students)	0.67% (4 students)
Asian	1.32% (8 students)	1.52% (9 students)
African American	1.15% (7 students)	0.8% (5 students)
Undeclared	1.32% (8 students)	1.32% (8 students)
Foster Youth	0.2 % (1 student)	0.2 % (1 student)
Two or More Races	N/A	5.4% (32 students)
Filipino	N/A	0.5% (3 students)

Enrollment by Grade

	2017-18	2018-19
TK	18	14
K	66	60
1st	67	69
2nd	70	67
3rd	65	74
4th	64	67
5th	65	63
6th	64	62
7th	63	62
8th	65	56
Total	607	594

Student Progress

In grades three through eight, the California Assessment of Student Performance and Progress (CAASPP) was administered in the Spring of 2019. Students prepared for this assessment through the general education curriculum and Interim Assessment Blocks (IAB's) that were administered throughout the year.

In the areas of English Language Arts (ELA) and Math, students were assessed throughout the year with multiple district benchmark assessments and progress monitoring to measure growth. The expectation was for students to progress one grade level annually in each of these areas according to California State Common Core Standards.

CAASPP Results ELA for all of Bowman:

	2017-18	2018-19	Difference
Exceed Standards	31.03%	38.38%	Increase 7.35%
Met Standard	40.05%	32.97%	Decrease 7.08%
Nearly Met Standard	19.36%	19.46%	Increase .10%
Did Not Meet Standard	9.55%	9.19%	Decrease .36%
Overall Students that Met or Exceeded Standard	71.08%	71.35%	Increase 0.27%
Student Groups - that exceed standard or met standard score			
Socio-economically Disadvantaged	53.27%	56.19%	Increase 2.92%
Hispanic	66%	66.66%	Increase 0.66%
White	72.19%	71.77%	Decrease 0.42%
Two or More Races	83.34%	81.82%	Decrease 1.52%
Bowman Overall vs Placer County Overall Met or Exceeding Standard	Bowman = 71.08% Placer County = 64.17%	Bowman = 71.35% Placer County = 64.7%	

CAASPP Results Math for all of Bowman:

	2017-18	2018-19	Difference
Exceed Standards	30.85%	31.52%	Increase 0.67%
Met Standard	29.26%	25.82%	Decrease 3.44%
Nearly Met Standard	27.93%	27.45%	Decrease 0.48%
Did Not Meet Standard	11.97%	15.22%	Increase 3.25%
Overall Students that Met or Exceeded Standard	60.11%	57.34%	Decrease 2.77%
Student Groups - that exceed standard or met standard score			
Socio-economically Disadvantaged	34.57%	36.54%	Increase 1.97%
Hispanic	40.82%	45.83%	Increase 5.01%
White	61.97%	57.15%	Decrease 4.82%
Two or More Races	87.5%	90.0%	Increase 2.5%
Bowman Overall vs Placer County Overall Met or Exceeding Standard	Bowman = 60.11% Placer County = 53.03%	Bowman = 57.34% Placer County = 54.04%	

Areas of Concern

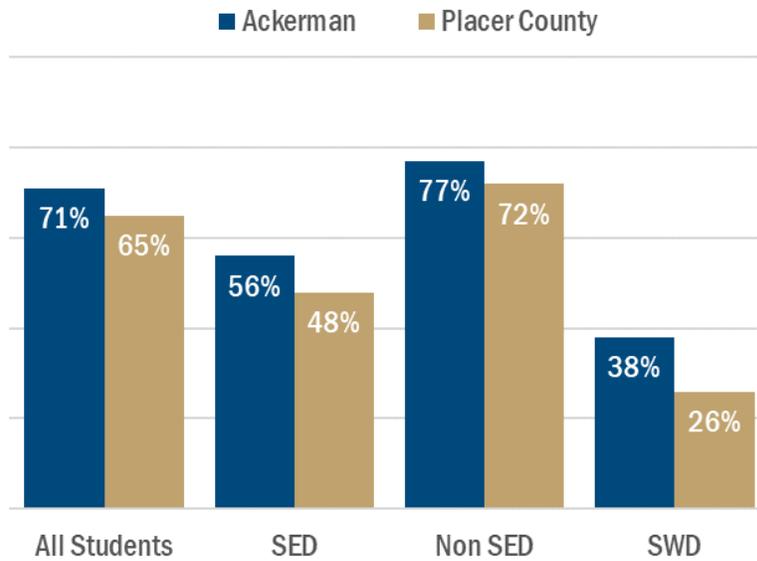
	2017-18	2018-19	Difference
Suspension Rates	Overall on the Dashboard Bowman received a color of "Green"	Overall on the Dashboard Bowman received a color of "Orange"	
White	1.1% of 475 students	3% of 466 students	Increase of 2%
Hispanic	2.4% of 85 students	2.3% of 86 students	maintained
Socio-economically Disadvantaged	1.5% of 205 students	5.9% of 203 students	Increase 4.4%
Students w/Disabilities	1.9% of 53 students	8.1% of 74 students	Increase 6.2%
Two or more Races	0% of 45 students	2.3% of 43 students	Increase of 2.3%
Chronic Absenteeism	Overall on the Dashboard Bowman received a color of "Green"	Overall on the Dashboard Bowman received a color of "Yellow"	
White	4.9% of 474 students	5.89% of 465 students	Increase 1%
Hispanic	10.6% of 85 students	6% of 84 students	Decrease 4.6%
Socio-economically Disadvantaged	10.8% of 204 students	11.6% of 199 students	Increase 0.8%
Students w/Disabilities	9.4% of 53 students	13.7% of 73 students	Increase 4.3%
Two or more Races	11.1% of 45 students	7.1% of 42 students	Decrease of 4.0%

Our academic scores in English Language Arts and Math remain strong. We will continue to build academic rigor and challenge our students. Bowman, along with much of California, continues to see increased numbers in special education. Teachers will continue to be trained in developing general education practices that support students of differing levels. The implementation of a social emotional curriculum in the primary grades has shown a decrease in the number of office referrals among younger students. Ackerman Charter remains committed to providing a safe climate for all students with both high academic and high behavioral expectations.

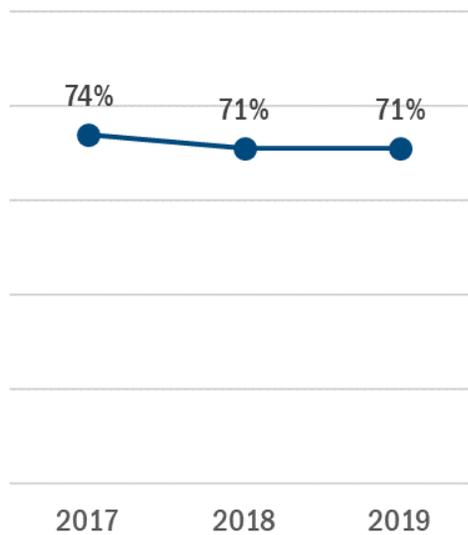
Response from Ackerman Charter

ATTACHMENT B

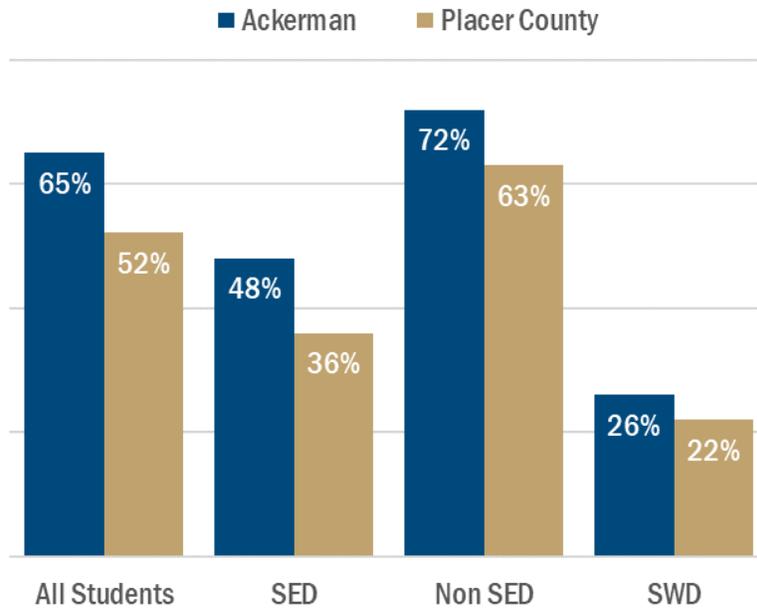
2019 CAASPP English Language Arts
Students Meet or Exceed the Standard



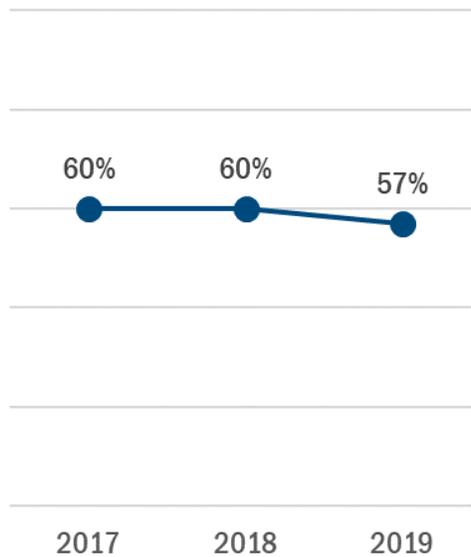
Ackerman
English Language Arts



Response from Ackerman Charter 2019 CAASPP Math Students Meet or Exceed the Standard



Ackerman Math



Response from Ackerman Charter
ATTACHMENT C

2019 California Dashboard - Bowman Charter School

Chronic Absenteeism	Color	Status	Change	
All Students	Yellow	Medium, 5.9%	Maintained, -.3%	
Hispanic	Green	Medium, 6.0%	Declined, -4.6%	
Socioeconomically Disadvantaged	Orange	High, 11.6%	Increased, .8%	
Students with Disabilities	Orange	High, 13.7%	Increased, 4.3%	
White	Orange	Medium, 5.8%	Increased, 1.0%	
English Language Arts				
All Students	Blue	Very High, 51.7	Increased, 6.8	
Hispanic	Green	High, 38.5	Increased, 8.4	
Socioeconomically Disadvantaged	Blue	High, 19.5	Increased Sig, 16.1	
Students with Disabilities	Yellow	Low, -9.9	Increased Sig, 18.3	
White	Blue	Very High, 54.5	Increased, 7.5	
Math				
All Students	Green	High, 17.9	Maintained, -0.9	
Hispanic	Green	Medium, -1.2	Increased, 5.5	
Socioeconomically Disadvantaged	Yellow	Medium, -21.2	Maintained, 1.9	
Students with Disabilities	Orange	Low, -58.6	Maintained, 0.3	
White	Green	High, 19.2	Decreased, -3.1	
Suspension				
All Students	Orange	Medium, 2.9%	Increased, 1.8%	
Hispanic	Yellow	Medium, 2.3%	Maintained, 0.0%	
Socioeconomically Disadvantaged	Red	High, 5.9%	Increased Sig, 4.4%	
Students with Disabilities	Red	Very High, 8.1%	Increased, 6.2%	
White	Blue	Medium, 3.0%	Increased, 2.0%	

1. A description of how the charter district will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

In the Spring of 2020, schools across the country were asked to transition to the monumental task of distance learning for all students. As a district that has been at the forefront of technology because of the leadership of our School Board and vision of our Superintendent and Technology Coordinator, that transition was seamless. Ackerman Charter School District with the collaboration of our teachers association easily pivoted to this new format. It required some professional development and ingenuity to get our staff up to speed on the nuts and bolts of online learning. Although not perfect, the product that we were able to deliver continued instruction and learning through the end of the 2019-20 school year.

As we look ahead to the beginning of the 2020-21 school year that will start with a distance learning model, once again our Superintendent, School Board, Technology Department, and Teachers Association are rising to the challenge. We have ensured that all students grades TK-8 have a device and connectivity to be able to access learning. Most importantly we are taking steps to provide more in depth professional development, more resources, more support, and more accountability for our teachers that will result in a higher quality product that we deliver to our students.

Teachers will attend a 2 day virtual professional conference led by renowned educational researchers and leaders John Hattie, Doug Fischer, and Nancy Frey focusing on how to best deliver online learning. Teachers will also receive professional development that will focus on the updated tools offered in our newly expanded Google Suite. These tools will enhance the learning experience that we provide to children by allowing teachers and students to focus on specific needs and differentiate instruction as needed.

Working with the teachers' union, we have agreed upon a comprehensive memorandum of understanding that focuses on teacher and student safety, as well as holding teachers accountable to deliver a quality learning experience that addresses the needs of all students. We have adjusted schedules, created intervention models, and developed a way to continue to deliver online learning beyond our students returning to the classroom if families so desire. All students attending Ackerman Charter School District (ACSD) will have uninterrupted access to learning albeit online or within the classroom.

2. A description of how the charter district will ensure access to devices and connectivity for all pupils to support distance learning.

Since the 2015-16 school year, students in grades 2-8 have had 1:1 Chromebooks issued to them. Although prior to COVID-19, only middle school students were allowed to checkout a device and transport it to and from school each day. All other grade levels 2-5 had Chromebook carts within their classrooms and were able to access their device at school only. In grades K-1, each grade level had a Chromebook cart equipped with enough to have 1:1 for one class at a time. Thankfully when ACSD needed to transition to distance learning we were easily able to check-out devices to all students in grades 2-8. During this past spring and summer, we have been able to procure enough devices that all students of ACSD will have access to his/her own device.

On the issue of connectivity, the area in which we reside has many students and families that are unable to access the internet for a variety of reasons. Some of this is needs based, but a fair amount is also due to the fact that some families live in a rural area that does not have access to high speed internet from any provider. For those that are able to access high speed internet, but are unable to do so for financial reasons, ACSD is prepared to offer free hot spots for the school year. For those that are unable to access the internet due to their location's

availability, we are working with those families to develop a plan of options that will give them equal, dependable, and secure access to learning and the curriculum.

3. A description of how the charter district will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration of the charter district’s demographics and grade levels served.

Every school year begins with getting to know your students, their families, and students’ strengths and areas of need. The 2020-21 school year will be no different in this regard, however the mode of accomplishing these tasks will be much different. Working with our teachers’ union, especially our resource teacher, we have developed a plan using the same assessments as we have in the past; DIBELS, Slosson, STAR Reading, to name a few, to be able to gather data on the present levels of each student within the first three weeks of the school year in the areas of both math and language arts. This data will then be used to create lists and groups of students needing additional support to recoup learning loss that has occurred during this pandemic.

As mentioned previously, we have worked intentionally with our teachers’ union to develop expectations that will require teachers to meet on a regularly scheduled basis with all groups or individual students needing support. During distance learning, live instruction will take place daily in the four core subjects during the morning hours. Afternoon instruction will take place in small groups or individually specifically identified by areas of academic need. This will be an “all hands on deck” effort with co-curricular teachers offering support to students throughout the day during live instruction and in intervention groups.

4. A description of how the charter district will monitor and support mental health and social and emotional well-being of pupils during the school year.

Mental health is likely the most impacted health of the COVID-19 pandemic. The lasting effects of what children have had to endure these past months is unknown. What we do know is that the isolation, uncertainty is very real and very frightening to young children. Starting the school year in a distance learning format is undesirable to address these concerns, however it must be done.

In the 2019-20 school year, ACSD invested in a social-emotional learning program labeled Collaborative Classroom. The purpose of this curriculum is to build a community and culture of responsible, empathetic, and caring learners. We initially rolled out the program to grades TK-3 with the plan of including grades 4-5 this current year 2020-21, and into middle school. However, with the current situation, we will be looking to include the remainder of our grade levels (4-8) by providing professional development for those teachers, and scheduling targeted social emotional time into each school day at all grade levels for students and teachers to monitor and support students as needed, provide a time to build community and trust, as well as a culture of respect and trust.

Those students needing more intensive help as identified by teachers, peers, families, and administrators will have access to professionally trained staff that will be available to meet with individuals or in a group setting to address his/her specific needs. Currently ACSD has two school psychologists working a total of six days per week to provide services to our students.

5. A description of how the charter district will address the anticipated apportionment deferrals.

Ackerman Charter Schools District is very fortunate to have a School Board that has much experience and has witnessed the highs and lows of school finance over the years. With much experience comes much foresight and knowledge that in good years it is their due diligence to build reserves that will see the District through the next wave of budget cuts. The School Board of ACSD is to be commended for this foresight and has the cash flow reserves to do just that.

During the spring of 2017, ACSD broke ground on a new building that houses a full size gymnasium, and two Fine Arts classrooms. In doing so the District secured a line of credit from the county, while at the same time applying for a Bond from the State of California that would fund the project. ACSD was awarded the bond, however we are in line to receive this funding in January of 2021 which will allow the District to further reduce their debt, or add a small increase to our reserves, which in turn increases our cash flow.