

This document was provided, as is, to the California Department of Education (CDE) by **Ackerman Charter**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

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 from Ackerman Charter



Placer County Office of Education

360 Nevada Street, Auburn, CA 95603

(530) 889-8020 • Fax (530) 745-1405 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

Date: **February 15, 2019**

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 2018-2019 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 February 15, 2019.

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:

Response from Ackerman Charter

- 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.

ATTACHMENT A

Ackerman Charter School District (ACSD) is a one-school school district serving the rural community of Bowman located in northern Auburn. It was established in 1895 as Bowman School and continues to be the nucleus for the residents in the area.

Since 2007, the Ackerman Charter School District has retained its status as the 9th charter school district in the State. The enrollment continues to increase, currently standing at 605, with waiting lists at every grade level. Ackerman is very proud of the broad course of study it is able to offer its students, while at the same time continuously improving test scores and integration of technology in all classrooms.

The goal of ACSD is to offer a course of study that challenges each and every student at his/her level, while at the same time building caring, compassionate students that can contribute to the betterment of society. ACSD strives to emphasize college and career ready skills including communication, collaboration and ingenuity. It is a point of pride that our students are able to successfully enter their next level education with the ability to think critically, problem solve, manage time and resources, and communicate effectively.

Over the past three years ACSD has been deeply involved in improving the delivery of instruction in all classrooms and to all students through the implementation of Teacher Cohorts using the Universal Design for Learning guidelines and rubrics. Along with this work, the district is using the MTSS model to identify intervention systems currently in place, as well as designing others that will support ALL students no matter his/her level of need.

Updates:

- ACSD is proud to be able to continue to update and build new facilities that provide our students with state of the art resources. Early spring 2017 ACSD broke ground on a multi-million dollar Multi-purpose Building which houses a new gymnasium, Band and Music classrooms and in the future locker rooms. This building was completed in the early summer 2018. In the summer of 2017 the expansion of our parking lot broke ground as well. With lots of long hours it was completed by the start of school in August 2017.
- ACSD's technology program has continued to expand to 1:1 Chromebooks in grades 1-8, as well as Chromebook carts in TK-K. 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, Google apps, and for those target students, text-to-speech and speech-to-text per the individualized educational plan and/or accommodations.
- ACSD's proud to offer a strong presence of technology within the classroom with Interactive Flat Panel, voice enhancement systems in each classroom. Each of these systems allow students to access the curriculum and engage in learning as never before.
- Performing Arts is a point of pride for ACSD. Children TK-5 are offered music multiple times weekly through general music instruction (TK-3), recorders in 4th grade and beginning band in 5th grade. In grades 6-8 students are offered 2 levels of band, jazz band, wind ensemble, as well as 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 that are housed in classrooms within our newly completed Multipurpose Room.
- Physical education and wellness are important to developing a well-rounded human being. At ACSD physical education is offered for 100 minutes weekly to grades 1-8. Students are taught skills, and games to promote lifelong exercise. Cardio-health is also stressed with the building of endurance

ATTACHMENT A (Cont)

through running, walking, and other aerobic activity. Wellness is also a focal point with instruction in healthy eating, growth mindset, and strategies for handling stress in one's life. With the completion of our state of the art Multipurpose Room students are able to engage in physical activity rain or shine.

- In the middle school, ACSD offers a broad course of study with electives that are challenging and Common Core Standard aligned. These include STEAM, 3D design, Coding, Video Production, Culinary, Outdoor Adventures, Peer Tutors, Journalism, Leadership, Mythology, Sculpture and Art.
- ACSD has invested much time and resources into the improvement of instruction delivery and curriculum. Using the UDL guidelines and rubrics teachers have been involved in peer observations, rich conversations of strategies and developing a deeper understanding of addressing barriers students may present in the classroom. Continued work developing a proactive approach to the Multi-tiered System of Support continues as a focal point as well.
- In grades third through eighth the California Assessment of Student Performance and Progress (CAASPP) was administered in the spring of 2018. Students are able to prepare for this assessment through the general education curriculum and Interim Assessment Blocks (IAB's) that were administered throughout the year.

In the area of English Language Arts (ELA) students are assessed throughout the year with multiple district benchmark assessments and progress monitoring to measure growth. The expectation is that students' reading progress one grade level annually. On the CAASPP 31.03% of students Exceeded Standard, 40.05% of students Met Standard, 19.36% of students Nearly Met Standard, and 9.55% of students Did Not Meet Standard.

In math, 30.85% of students Exceeded Standard, 29.26% of students Met Standard, 27.93% of students Nearly Met Standard, and 11.97% of students Did Not Meet Standard on the 2017-2018 administration of the CAASPP.

Overall, students scoring in the Exceeded Standard or Met Standard decreased 3.42% (2017 = 74.45%, 2018 = 71.08%) for ELA. SED student scores increased .64% (2017=52.63%, 2018= 53.27%). Non SED student scores decreased 4.01% (2017=82.16%, 2018=78.15%). Hispanic student scores decrease 0.6% (2017=66.66%, 2018=66%). White students Met Standard or Exceeded Standard scores decreased 3.68% (2017=75.87%, 2018=72.19%).

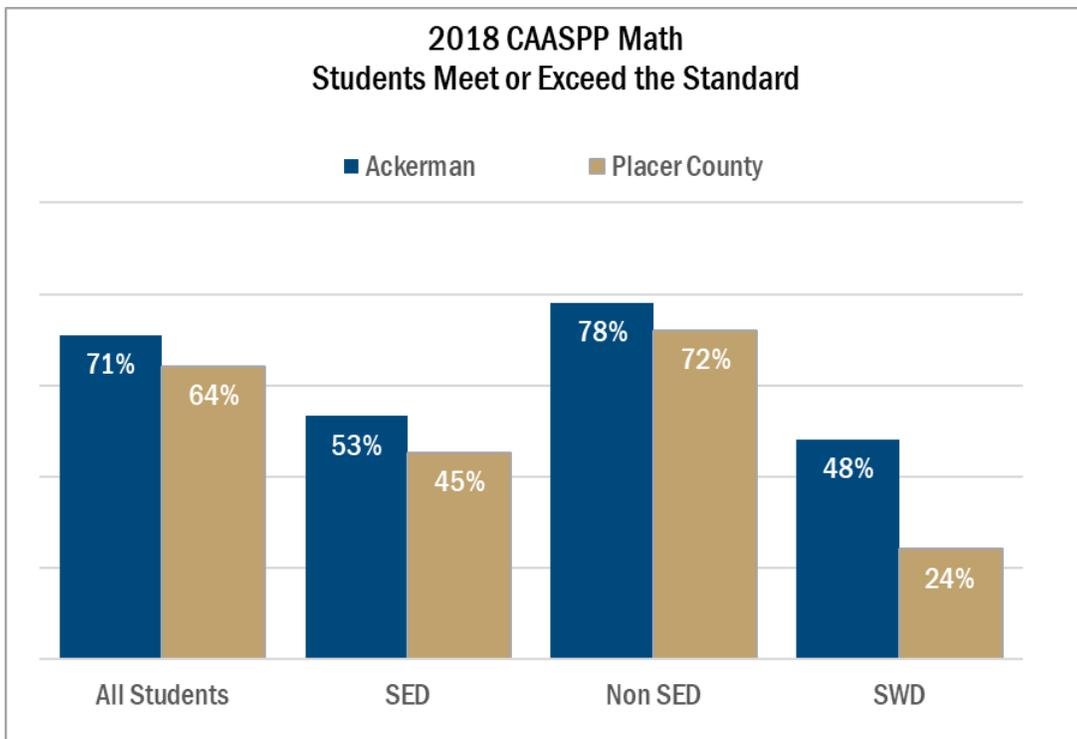
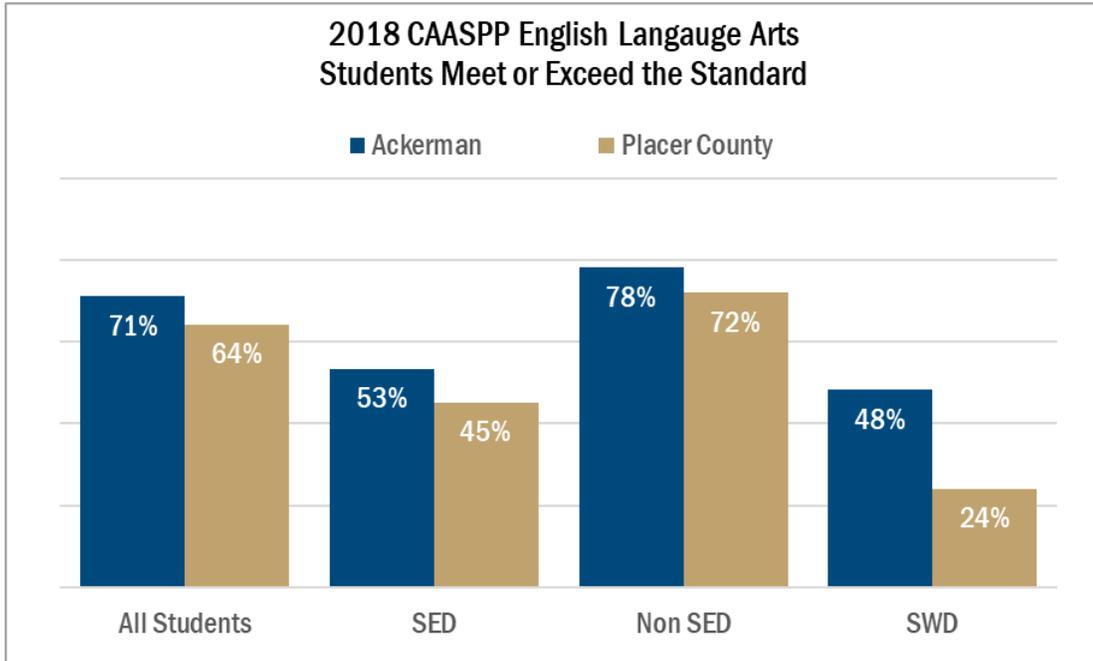
CAASPP ELA scores for 2018 for students demonstrating Met or Exceeded Standards is 71.08% as compared to 64.17% countywide.

CAASPP Math scores for those in the Met Standard and Exceeded Standard increased .44% (2017=59.67%, 2018=60.11%). SED student scores decreased 5.43% (2017=40%, 2018=34.57%). Non SED student scores increased 3.59% (2017=66.67, 2018=70.26). Hispanic students' scores decreased 7.30% (2017=47.47%, 2018=40.42%). White students scoring in the Met Standard or Exceeded Standard increased .92% (2017=61.05%, 2018=61.97%).

CAASPP Math scores for 2018 showed that students meeting the Met Standard and Exceeded Standard levels was 60.11% compared to 53.03% countywide.

Response from Ackerman Charter

ATTACHMENT B



Response from Ackerman Charter

ATTACHMENT C

2018 California Dashboard - Bowman Charter School

Chronic Absenteeism	Color	Status	Change																															
All Students	Green	Medium, 6.3%	Declined, -0.5%	<p>Chronic Absenteeism 6.3% chronically absent Declined -0.5% Ⓞ</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>Red</td> <td>0</td> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Orange</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Red	0	2	2	1	0	Orange						Yellow						Green						Blue					
Red	0	2	2		1	0																												
Orange																																		
Yellow																																		
Green																																		
Blue																																		
Hispanic	Orange	High, 10.6%	Increased, 4.1%																															
Socioeconomically Disadvantaged	Yellow	High, 10.8%	Declined, -2.7%																															
Students with Disabilities	Orange	Medium, 9.4%	Increased, 3.3%																															
White	Green	Low, 4.9%	Declined, -0.9%																															
English Language Arts				<p>English Language Arts 44.8 points above standard Declined -3.1 Points Ⓞ</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>Red</td> <td>0</td> <td>1</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td>Orange</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Red	0	1	1	2	0	Orange						Yellow						Green						Blue					
Red	0	1	1		2	0																												
Orange																																		
Yellow																																		
Green																																		
Blue																																		
All Students	Green	High, 44.8	Declined, -3.1																															
Hispanic	Green	High, 29.5	Increased, 5.4																															
Socioeconomically Disadvantaged	Yellow	Medium, 2.1	Declined, -3.2																															
Students with Disabilities	Orange	Low, -32.8	Declined, -22.4																															
White	Green	Very High, 46.8	Declined, -3																															
Math				<p>Mathematics 18.8 points above standard Maintained -2.5 Points</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>Red</td> <td>0</td> <td>1</td> <td>1</td> <td>2</td> <td>0</td> </tr> <tr> <td>Orange</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Red	0	1	1	2	0	Orange						Yellow						Green						Blue					
Red	0	1	1		2	0																												
Orange																																		
Yellow																																		
Green																																		
Blue																																		
All Students	Green	High, 18.8	Maintained, -2.5																															
Hispanic	Yellow	Medium, -6.8	Maintained, -2.6																															
Socioeconomically Disadvantaged	Yellow	Medium, -24.1	Declined, -7.9																															
Students with Disabilities	No Color	-62.8	Declined, -24.1																															
White	Green	High, 22.3	Maintained, -0.8																															
Suspension				<p>Suspension Rate 1.1% suspended at least once Declined -0.7% Ⓞ</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>Red</td> <td>0</td> <td>0</td> <td>1</td> <td>3</td> <td>1</td> </tr> <tr> <td>Orange</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Green</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Blue</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Red	0	0	1	3	1	Orange						Yellow						Green						Blue					
Red	0	0	1		3	1																												
Orange																																		
Yellow																																		
Green																																		
Blue																																		
All Students	Green	Medium, 1.1%	Declined, -0.7%																															
Hispanic	Green	Medium, 2.4%	Declined, -1.4%																															
Socioeconomically Disadvantaged	Green	Medium, 1.5%	Declined, -2.4%																															
Students with Disabilities	Green	Medium, 1.9%	Declined, -2%																															
White	Yellow	Medium, 1.1%	Maintained, -0.2%																															