

Bowman Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Bowman Charter School
Street	13777 Bowman Road
City, State, Zip	Auburn, CA 95603
Phone Number	(530) 885-1974
Principal	Kelly Graham
E-mail Address	kgraham@ackerman.k12.ca.us
Web Site	https://sites.google.com/a/ackerman.k12.ca.us/website/home
CDS Code	31-66761-6031009

District Contact Information	
District Name	Ackerman Charter School District
Phone Number	(530) 885-1974
Superintendent	Kelly Graham
E-mail Address	kgraham@ackerman.k12.ca.us
Web Site	www.bowmancharter.org

School Description and Mission Statement (School Year 2016-17)

School Description

Ackerman Charter District is a single school district located three miles east of Auburn on Interstate 80. Bowman Charter School has served as a focal point for the Bowman community since its establishment in 1895. Bowman Charter School is a TK-8 school which fosters family involvement and celebrates high student achievement. Our current enrollment is 585 students supported by over 70 staff members.

Mission Statement

The Ackerman Charter School District, focusing on student growth, progress, and outcome, will offer an educational program which promotes optimal learning for all students. Optimal learning is defined as the development of the three "I's":

1. Inquiry
2. Identity
3. Interaction

We see Inquiry, Identity, and Interaction as characteristics common to contributors in our society. Children who develop these traits will not only contribute but lead the necessary changes in our society.

Educational Philosophy

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

- Fostering a team atmosphere within the community (currently called Professional Learning Communities), which benefits the student
- Nurturing student success within a safe school environment
- Preserving the traditional small-town atmosphere
- Promoting high expectations
- Enabling all students to learn by recognizing each student learns differently
- Promoting parental involvement and parental choice as essential elements of a quality educational experience

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	66
Grade 1	63
Grade 2	63
Grade 3	64
Grade 4	63
Grade 5	64
Grade 6	63
Grade 7	52
Grade 8	58
Total Enrollment	556

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.4
Filipino	0.5
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0
White	79.3
Two or More Races	4
Socioeconomically Disadvantaged	26.1
English Learners	2
Students with Disabilities	8.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	30	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.0	17.0
All Schools in District	83.0	17.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	83.0	17.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 15, 2017

Ackerman School District adopted new Common Core Math materials in 2014-15 - GO Math- and CPM (College Prep Math in 2013-14. In 2016-17 We adopted ELA materials. (Benchmark for grades TK-5 and EMC for grades 6-8) K-8. Science will be adopted in 2018. ELA adoption was Benchmark in the spring of 2016 for Tk-5th grades and EMC for 6th -8th.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Please see above.	Yes	0%
Mathematics	Please see above.	Yes	0%
Science	Please see above.	Yes	0%
History-Social Science	Please see above.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The completion of a modernization project for the older classrooms has provided a "face lift" and improved the learning spaces and safety for all students. Additionally, we opened a new 11,200 sf. classroom wing during the 2006-07 school year. This addition houses 5th-8th grade students, a computer lab, and a new science room for the middle school. The District added a triple-wide portable in the Spring of 2012 to house our Transitional Kindergarten program. Finally, our kitchen went through a re-modernization project which met County Health compliance and increased the working space for our Food Services Dept. This spring we will begin construction on a new high school size gymnasium. Additionally we will be expanding and improving our parking and ingress/egress.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Winter 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Annual HVAC inspection initiated in Spring, 2011
Interior: Interior Surfaces	X			Cycle of flooring replacement continues
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Adding new infrastructure to older electrical systems

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Winter 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Added infrastructure to the entry of our campus for shade and protection. Added improved door security systems.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Winter 2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	71	59	71	44	48
Mathematics	51	58	51	58	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	62	100.0	61.3
	4	63	63	100.0	55.6
	5	65	64	98.5	71.9
	6	63	63	100.0	79.4
	7	53	53	100.0	83.0
	8	58	58	100.0	74.1
Male	3	33	33	100.0	60.6
	4	27	27	100.0	48.1
	5	33	32	97.0	71.9
	6	31	31	100.0	80.7
	7	24	24	100.0	87.5
	8	37	37	100.0	70.3
Female	3	29	29	100.0	62.1
	4	36	36	100.0	61.1
	5	32	32	100.0	71.9
	6	32	32	100.0	78.1
	7	29	29	100.0	79.3
	8	21	21	100.0	81.0
Black or African American	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	48	48	100.0	64.6
	4	52	52	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	51	50	98.0	76.0
	6	51	51	100.0	82.3
	7	45	45	100.0	84.4
	8	43	43	100.0	79.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	4	--	--	--	--
	5	11	11	100.0	63.6
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	62	62	100.0	58.1
	4	63	63	100.0	63.5
	5	65	63	96.9	58.7
	6	63	63	100.0	69.8
	7	53	52	98.1	53.9
	8	58	58	100.0	44.8
Male	3	33	33	100.0	60.6
	4	27	27	100.0	70.4
	5	33	32	97.0	68.8
	6	31	31	100.0	80.7
	7	24	24	100.0	62.5
	8	37	37	100.0	40.5
Female	3	29	29	100.0	55.2
	4	36	36	100.0	58.3
	5	32	31	96.9	48.4
	6	32	32	100.0	59.4
	7	29	28	96.5	46.4
	8	21	21	100.0	52.4
Black or African American	5	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	48	48	100.0	58.3
	4	52	52	100.0	59.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	51	50	98.0	62.0
	6	51	51	100.0	74.5
	7	45	44	97.8	54.5
	8	43	43	100.0	46.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	4	--	--	--	--
	5	11	11	100.0	36.4
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	74	78	80	74	78	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	123	116	94.3	77.6
Male	70	65	92.9	80.0
Female	53	51	96.2	74.5
Hispanic or Latino	14	13	92.9	53.9
White	94	90	95.7	80.0
Socioeconomically Disadvantaged	21	18	85.7	66.7
Students with Disabilities	16	12	75.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	23.4	46.9
7	9.4	37.7	32.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parental involvement opportunities include:

1. Development of Local Control Accountability Plan requires/involves stakeholder input.
2. Parent-Teacher Organization (PTO) conducts monthly meetings and generates/funds activities to benefit students and staff.
3. Parent volunteers are encouraged to help in the classrooms, library, on field trips, and at school events.
4. Art Docent Program is a 100% volunteer program.
5. Music Docent Program is a 100% volunteer program.
6. Families enrolling in the Charter School are required to donate twenty hours of volunteer support to the school.
7. School Site Council provides an avenue for community participation. The SSC consists of five staff members and five community members. Its major responsibilities include: oversight of campus safety, allocation of resources for classroom effectiveness, and public relations between school and community.
8. The Bowman Educational Foundation (BEF) was created to raise and distribute grant funds to teachers for classroom improvements and activities.

There are many opportunities for all families to be involved in supporting Bowman Charter School classrooms. For information contact Kelly Graham at 530- 885-1974.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.2	2.8	0.5	0.2	2.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Bowman Charter School's Safety Plan is regularly updated to include the following information: Disaster procedures, routing and emergency; policies and regulations for student discipline, sexual harassment, dress code prohibitions; and procedures for safe ingress and egress to and from school. Date of last review/update: January 2017. Date last reviewed with staff: scheduled for Spring 2017. Safety Team meets monthly to stay sharp in case of need to respond to a crisis. The district has participated in county wide safety meetings in order to better articulate with first response agencies (CDF, Placer Sheriff, etc.), assess campus safety, and revise its Safety Plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	4			19	4		
1	20	2	1		20	2	1		20	2	1	
2	20	2	1		22		3		22		3	
3	21	1	2		20	2	1		20	2	1	
4	30		2		31		2		31		2	
5	30		2		31		2		31		2	
6	24	2	10		22	5	10		22	5	10	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	2	2		26		4		26		4	
Mathematics	25	2	2		27		4		27		4	
Science	25	2	2		27		4		27		4	
Social Science	23	3	2		25	1	4		25	1	4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.75	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.75	N/A
Social Worker	0	N/A
Nurse	consult	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,751.21	\$1,637.23	\$6113.99	\$61,603
District	N/A	N/A	\$6113.99	\$62,477
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	14.3	4.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Title I services are provided for students K-8 needing reading and math assistance. Title I provides a full time reading teacher and instructional aide support. Title I and SLP funds provide instructional assistants in all K-8 classrooms. Title VI and Title II provide funding for our computer and library programs. In addition we receive Special Education, Class Size Reduction, and EIA. The SLP funds support the Garden Program with personnel and materials. The Music Program at Bowman School includes both Band and Choir opportunities. Special Education Programs include Resource Specialist Program, Special Day Class, Speech and Language, School Psychologist and an Occupational Therapist.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,361	\$41,085
Mid-Range Teacher Salary	\$59,358	\$59,415
Highest Teacher Salary	\$77,948	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$118,117	\$116,069
Percent of Budget for Teacher Salaries	40%	33%
Percent of Budget for Administrative Salaries	4%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

1. Ackerman Charter School District continues to utilize the techniques and approaches as advocated by Professional Learning Community (PLC). Weekly articulation meetings convene as a whole, grade level, or cross-grade level groups. Focus/discussion targets student performance, progress, differentiation, and intervention.
2. District purchased newly adopted math and ELA curriculum and continues to provide staff training for its integration.
3. Implementation of the Common Core State Standards is a target priority and is embedded in PLC conversations. Staff continues to attend CCSS workshops.
4. Staff receives training to implement CAASPP.
5. Staff members are encouraged to visit other sites or observe site peers to learn more about topics such as primary learning centers, library data systems, etc.
6. Staff has made effective use of the Education Effectiveness Grant from the State for Staff Development.
7. As we are 1-1 Chrome books 3-8th grade technology integration has been a focal point of staff training.
8. In 2016-17 staff were provide 3 buy back days for professional growth.