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Response from Ackerman Charter



Placer County Office of Education

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Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

DATE: February 5, 2024
TO: Carolyn Pfister
Education Programs Consultant
State Board of Education
FROM: Jennifer Hicks, Associate Superintendent, Educational Services
RE: Ackerman Charter School District

A handwritten signature in black ink, appearing to be "JH", is written over the "FROM:" line of the memorandum.

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.

1. An acknowledgement that the charter district has or has not produced a Local Control and Accountability Plan.

The Ackerman Charter District has produced 2023-2024 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.

2. A Schedule of the charter district site visit(s) or proposed charter district visits.

The Ackerman Charter District site visit was conducted on February 2, 2024.

3. Summary of any technical assistance offered to the charter district by the COE.

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
- UPK implementation planning and support

Jennifer Hicks, Associate Superintendent, Educational Services
530.745.1488

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4. An acknowledgement that the COE either has no concerns/has commendations or has concerns and the expectation for remediation.

Placer County Office of Education has no concerns regarding Ackerman Charter District. The 2022-2023 Annual Charter Oversight Report, will be presented to the Placer County Board of Education on March 14, 2024 and subsequently provided to the State Board of Education.



Ackerman Charter School District – Academic Memorandum Response

General Information

Address: 13777 Bowman Road Auburn, CA 95603

Website Address: <https://www.ackerman.k12.ca.us/>

County-District-School (CDS) Code: 31 66761 6031009

Charter Number: 00D9

Charter Term: 2017-2024

District Description: TK-8 Comprehensive Charter District

Grade Levels Served: TK-8

2021–22 Enrollment: 558

Site Based or Non-Site Based: Site Based only

Areas of Greatest Progress and Need

Based on the charter district's internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the charter district's areas of greatest progress and greatest need.

- 1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the charter district's areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**

In 2021 ACSD implemented NWEA MAP assessments across TK-8 grade spans. We have found that having consistent data over time is a powerful tool to observe student's growth. This entire assessment platform is approved by the California Department of Education, Verified Data Criteria and Adopted Indicators. Also approved by this department, ACSD uses some grade level specific assessments to determine student progress in the area of phonemic awareness, and phonological growth, these include DIBELS, and ESGI.

2. Identify the charter district's areas of greatest progress:

ACSD has made great strides in our capacity to offer MTSS programs in reading, math, and behavior. We have focused on Tier 1 and 2 interventions that provide targeted and timely support of student needs. We have increased staff, training, and added counseling time to meet the needs of our students.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Ackerman Dashboard- ELA		
Student Group	Status Level	Distance from Standard
All Students	High	37.8
English Learners	No Performance Level	-37
Socioeconomically Disadvantaged	Low	.2
Students with Disabilities	Low	-54.1
Hispanic	Medium	8.1
White	Very High	47.4
Two or More Races	No Performance Level	44.1

The table illustrates our areas of progress in ELA with All Students achieving an overall high status level, and both our white and hispanic student groups improving one status level from high to very high and low to medium respectively.

Ackerman Dashboard- Math		
Student Group	Status Level	Distance from Standard
All Students	High	5.3
English Learners	No Performance Level	-50.4
Socioeconomically Disadvantaged	Low	-36.2
Students with Disabilities	Low	-93.2
Hispanic	Low	-28.9
White	High	14.2
Two or More Races	No Performance Level	11.9

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The data for math demonstrates that we are still attaining a high status level overall, with only one student group, white, maintaining their status level.

4. Identify the charter district's areas of greatest need including references to student sub-groups:

In the same tables from question #3 one can identify our greatest area of improvement needed to be our socioeconomically disadvantaged and our students with disabilities, both attaining a low status level in ELA and Math.

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

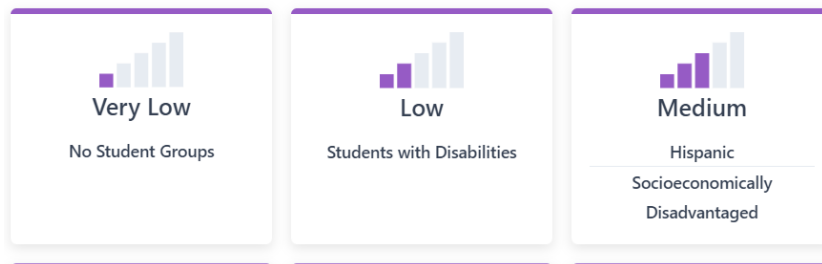
See tables in question #3.

ELA Performance Levels for Student Groups

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

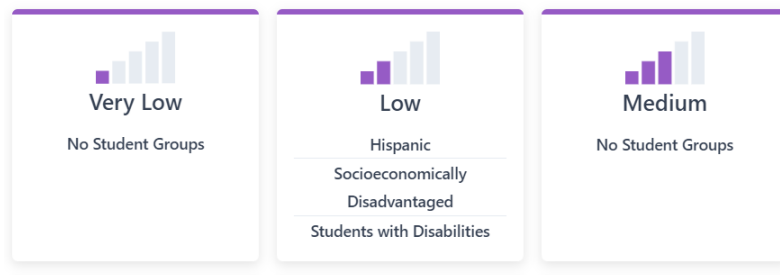


Math Performance Levels for Student Groups

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

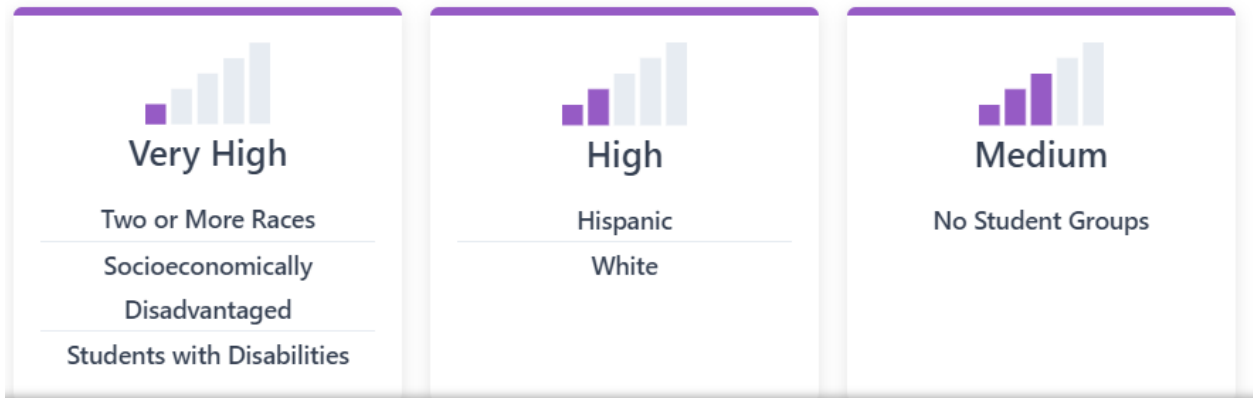


Chronic Absenteeism Performance Levels for Student Groups

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Local Data: NWEA MAP Spring of 2022

Percentage of students achieving 60% or above per grade level on the NWEA MAP.

Grade	Reading	Median Percentile Reading	Lang. Usage	Median Percentile Lang Use	Math	Median Percentile Math
Kinder	29%	48th	n/a		35%	46th
1st	53%	65th	n/a		46%	55th
2nd	44%	56th	n/a		50%	60th
3rd	56%	64th	51%	63rd	46%	57th
4th	41%	45th	58%	65th	46%	54th
5th	50%	63rd	51%	61st	45%	58th
6th	52%	61st	55%	66th	42%	57th
7th	40%	51st	55%	64th	46%	57th
8th	44%	58th	60%	67th	55%	63rd

ACSD uses the NWEA MAP for all students overall and also disaggregated into student groups to identify students needing extra supports and extension opportunities. Students that are more than 12-15 months behind grade level are provided intensive, targeted at the Tier 2 level. Students within 4-12 months behind grade level receive interventions within the general education classroom in small groups, accommodated curriculum, and extra support as needed. Teachers have been trained in a variety of interventions including SIPPS, Signs for Sounds, Sight Word Busters, and Benchmark and GoMath supports. Students that are meeting the achievement and growth targets are supported with enrichment and extension activities to broaden and deepen their understanding and applications of skills and knowledge.

6. How is the charter district addressing these areas of need? Include references to student sub-groups.

The charter school is addressing our students needs by providing high quality intervention programs both in the classroom and at the Tier 2 level. Our programs have been expanded to include more staff, and research based curriculum. We are offering academic support classes for our middle school students, as well as after school tutoring two days a week staffed by highly qualified certificated teachers.

Summary of Performance on Measurable Pupil Outcomes

1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:

% of all students meeting standard or exceeding standard on the spring 2022 CAASPP assessment

Grade	ELA	Math	Science
3	59	59	----
4	59	53	----
5	69	57	52
6	67	57	----
7	80	51	----
8	85	51	51

In the most recent Charter Renewal that took place in 2017, the district's measurable student outcomes were projected to be at the 78% mark for students reaching the standard met or standard exceeded level in ELA and 67% in math. As you can see our

Spring 2022 CAASPP scores fell short in ELA in grades 3-6, and in all grade levels for math progress. Like many students across the country, our students have endured the effects of school closures, online learning, schools with masks, and returning to “normal” in person learning. Prior to 2020 our trajectory of achieving these higher scores was on track to meeting these projections.

[Insert response here]

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the charter district’s 2021–22 Local Control and Accountability (LCAP) goals:

Over the last five years our LCAP goals have been in line with the district’s Charter Renewal projections for progress made in ELA and math as stated above. Of course, we have made adjustments as needed when goals were not met.

For Goal 1: ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high quality instruction, tiered interventions, and enrichments as demonstrated by local and state assessment data.

Metric	Baseline	Year 1 2021-22	Desired outcome for 2023-2024
Percent of students who meet or exceeded standards on district benchmark assessments.	63% of students met or exceeded standards on District Benchmark assessments (DIBELS).	65% of students met or exceeded standards on District Benchmark assessments (DIBELS)	Increase percent of students who meet or exceed grade level standards to 75%
Percent of students who meet or exceeded standards on AR-STAR assessments.	Primary: 64% (n=59/92) students were at/above benchmark. Intermediate: 60% (n=80/133) were at/above benchmark.	Primary: 61% (n=70/115) scored at or above the 50th percentile. Intermediate: 61% (n=72/118) scored at or above the 50 th percentile	Increase percent of students who score at/above 50th percentile to 75% in primary and 70% in intermediate grades.
School wide Benchmark assessment (NWEA MAP) Growth percentile	50% of students reported their school work in ELA was just right 37% of students reported their school work in ELA	47% of students reported their school work in ELA was just right. 43% of students reported their schoolwork in ELA	Increase percent of students who felt their school work in ELA was just right to 65% Decrease the percent of student who felt their school

	was challenging or too difficult.	was challenging or too difficult.	was challenging or too difficult to 25%
Student Survey % of students who agree/strongly agree.	50% of students reported their schoolwork in ELA was just right. 37% of students reported their schoolwork in ELA was challenging or too difficult.	47% of students reported their schoolwork in ELA was just right. 43% of students reported their schoolwork in ELA was challenging or too difficult.	Increase percent of students who felt their schoolwork in ELA was just right to 65% Decrease the percent of student who felt their school was challenging or too difficult to 25%
ESGI (Educational Software for Guiding Instruction) Data-Kindergarten	Establish baseline in Year 1 (spring 2022)	Average score of letter sound recognition was 79%. Average classroom score of sight word recognition was 32 words.	Average score of upper case letter recognition: 80% Average score of lower case letter recognition: 80% Average score of sight word recognition: 35 words
CAASPP Data % met/exceeded Standards	71.35% met or exceeded standards in ELA.	61.74% met or exceeded standards in ELA.	70% of students will meet/exceeded standards in ELA.

Our ELA scores remain strong, consistently outperforming the state averages and many of our surrounding schools in Placer County. We have improved the offerings of interventions by increasing staff in our support staff, providing staff training on evidence-based interventions like SIPPS, Sonday, Orton-Gillingham, and LindaMood Bell. We have implemented Sight Word Busters in grades K-2 to increase reading fluency.

Goal 2: ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high quality instruction, tiered interventions, and enrichments as demonstrated by local and state assessment data

Metric	Baseline	Year 1 Outcome 2021-22	Desired Outcome for 2023-24
Percent of students who meet or exceeded standards on district benchmark assessments.	38% of students met or exceeded standards on District Benchmark assessments.	This data source will be replaced by NWEA MAP.	50% of students met or exceeded standards on District Benchmark assessments.

School wide formative/summative assessment NWEA MAP-Median Growth Percentile	Median Conditional Growth percentile in mathematics is 35%	Median Conditional Growth percentile in mathematics is 43%	Increase the Median Conditional Growth percentile to 50%.
Student Survey % of students who agree/strongly agree	40% of students reported their schoolwork in math was just right. 46% of students reported their schoolwork in math was challenging or too difficult.	38% of students reported their schoolwork in math was just right. 45% of students reported their schoolwork in math was challenging or too difficult.	Increase percent of students who felt their schoolwork in math was just right to 55% Decrease the percent of student who felt their school was challenging or too difficult to 30%
ESGI (Educational Software for Guiding Instruction)Data-Kindergarten	Students average number recognition score was 20%. Students average on counting was 24 out of 100.	Students average number recognition score was 99%. Students average on counting was 86 out of 100.	Increase average score on number recognition to 100%. Increase counting score to 100.
CAASPP % of students who met/exceeded standards	57.34% met or exceeded standards in mathematics.	53.93% met or exceeded standards in mathematics.	60% of students will meet or exceed standards in mathematics.

ACSD fully implemented Common Core math using Go Math! and annual math supplements from Open Up Resources. 100% of our staff are highly qualified and hold the appropriate credential for teaching their subject. We administered and analyzed NWEA MAP assessments, CAASPP assessments, and IABs. Interventions and supports were provided to students based on analyzed assessment data through a tiered model of support. Professional Development included: NWEA professional learning which focused on bringing curriculum, instruction, and assessment into alignment to improve student outcomes, data analysis, data walks, and differentiating curriculum. Additionally, staff participated in Weekly Professional Learning Communities, Monthly Staff Meetings, and NWEA staff development training.

Goal 3: ACSD will implement strategies to engage students in their learning and provide interventions to eliminate barriers to student success.

In order to increase academic outcomes, the Learning Center expanded their program into two rooms at school (Learning Center 1 and Learning Center 2). This expansion was done to support the unique needs of each individual student. At risk students were identified through data analysis using CAASPP scores, Smarter Balanced Formative Assessments (Interim Assessment Blocks/Formative Assessment Blocks),

Initial/Summative ELPAC scores, and NWEA MAP data. Students received targeted services from Support Staff through the Learning Center, intervention small groups, leveled groups, instructional assistant support, and peer tutoring. The staff participated in a revamp of professional learning communities (PLC) to enhance our teaching practice and create a learning environment where all students can reach their fullest potential. Our primary/intermediate grades implemented Caring Schools Community in their classrooms.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the charter district’s work to engage community members in the process:

The LCAP has been collaboratively created and revised with input from the Learning Acceleration Committee (made up of administration, teachers, and special education teachers), Family Surveys, Student Surveys, Staff Surveys, Parent Advisory Committee, and ACSD Administration. Each priority and goal have indicators/metrics or outcomes, a three-year projected target, actions, and specific budget items. We regularly present our progress to the Board of Trustees during their public meetings.

In summary, based on educational partner input and local data analysis, ACSD continues to focus on maximizing student achievement in the areas of English language arts and math, expand intervention opportunities for all students with special considerations to our student groups, and focus on maintaining a positive school climate promoting equity, safety, and student engagement.

3. How is the charter district addressing learning loss from the prior school year?

ACSD continues to focus on quality teaching strategies including implementing Universal Design for Learning to allow access for all students to engage in learning. We have expanded our interventions across all grade levels in both ELA and math. Our teachers are supported by an intervention coordinator that provides support both with students and curriculum planning.

Beyond the school day ACSD is using our ELOP dollars to provide additional homework and tutoring to students across all grade levels two time per week. We are targeting student groups that have experienced greater learning loss.

2022–23 Plan for Independent Study

1. Inform if the charter district is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

ACSD is not providing long-term independent study currently. We do provide students with IS for short term occasions such as family vacations, illness, or family emergency.



Ackerman Charter School District – Academic Results

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

Year	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
School ELA	74.45	71.08	71.35	No Data	61.74	69.80
School Math	59.67	60.11	57.34	No Data	53.93	54.55
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	25.00	n/a	n/a	56.84	26.19
School Math	33.33	n/a	n/a	34.37	19.04
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at

<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	High	Very High
Suspension Rate	Medium	Medium
English Learner Progress	No Performance Level	Medium
Graduation Rate	n/a	Medium
College/Career	n/a	Not Reported
ELA	High	Low
Math	High	Low