

This document was provided, as is, to the California Department of Education (CDE) by **Ackerman Charter and the Placer County Office of Education**. This document is posted to the CDE website 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 email 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: **August 2, 2021**To: **Carolyn Pfister**
Education Programs Consultant
State Board of EducationFrom: **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) Acknowledgement by the County Office of Education that the charter district has or has not produced a Local Control and Accountability Plan**

The Ackerman Charter District has produced 2021-2024 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) Schedule of charter district site visit(s) or proposed charter district visit(s)

An annual site visit was not conducted due to COVID-19 restrictions. The Ackerman Charter District site visit will be scheduled for fall of 2021.

Jennifer Hicks, Assistant Superintendent
530.745.1488

Response from Ackerman Charter

3) Summary of the technical assistance offered to the charter district by the County Office of Education

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
- COVID – 19 response technical assistance

4) An Acknowledgement that the County Office of Education either;

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

Response from Ackerman Charter



Ackerman Charter School District

KRISTIN WELLS
SUPERINTENDENT/PRINCIPAL

Bowman Charter School
13777 Bowman Road
Auburn, California 95603
Phone (530) 885-1974 * Fax (530) 888-8175
www.ackerman.k12.ca.us

BOARD OF TRUSTEES

CHRISTINA AGEE
MICHAEL BELLES
MARK HALLBOURG
ROBERT KANNGIESSER
JUSTIN REDNALL

To Whom it May Concern,

1. Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, and other information, ACSD is proud of this year's resiliency. Our school opened up with a Distance Learning only model, transitioned to a hybrid model in October of 2020, and in March, we opened up for all students five days a week with continuing a distance learning only program for the families who still desire this option. Local district benchmark assessments occurred virtually and in person to collect data to analyze student growth toward standards. The Initial ELPAC was administered both in person and remotely based on family preference. This spring, ACSD will administer the Summative ELPAC and CAASPP in person or remote based on family input of preference for their student.

Based on local assessment data results, ACSD is proud of how teachers and students adapted to online curriculum delivery and communication. In August 2020, ACSD was closed to in person instruction due to COVID 19 and we continued to implement full time distance learning. Transitioning our instruction from in person to online was a lot of work, and the challenges we faced required innovation, flexible thinking, and creative problem solving. Our teachers incorporated a variety of instructional strategies to reach students online including a mix of live video instruction, pre-recorded lessons, and opportunities for independent student practice. Additionally, teachers arranged student material pick up/drop off on a weekly basis to facilitate curriculum and instructional materials exchange, Technology training was also delivered to staff specifically focused on distance learning. Technology training included: Google Suite Training, Google Meet, Google Classroom, Screencastify, Jamboard, Distance Learning Strategies, and Flipped instruction. Professional development time was dedicated to grade span collaboration on distance learning strategies for specific grade levels. ACSD focused on providing a consistent experience for the teachers as they delivered instruction along with providing resources for students to access their instructional platform.

Our school has continued the process of implementing school wide UDL. UDL is defined as a framework for instruction that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich support for learning and addresses learner variability as a way to reduce barriers to the curriculum while maintaining high achievement standards for all. ACSD has provided targeted and consistent professional development on UDL principles and guidelines. UDL implementation is a process of change that promotes a recursive, continuously improving cycle of learning and progressing. ACSD has continued its growth of implementing school wide UDL through the introduction of process maps.

Based on administration, teacher, student, and family input, ACSD implemented an evidence-based social and emotional learning program, Caring School Community, which promotes positive behavior through direct teaching of responsibility, empathy, and cooperation. This school year, intermediate and middle school staff attended professional development sponsored by the Center for Collaborative Classroom and implemented Caring School Community in their classrooms.

During the spring of 2021 ACSD formed a committee (Learning Acceleration Committee – LAC) to address the needs of our students in the areas of academic growth and social emotional learning. This committee was tasked with looking at our current data (benchmark assessments, DIBELS, Slosson, STAR Reading, and intervention data) identifying academic gaps/needs and brainstorming ideas/solutions to address these areas. The most revealing discovery of this committee is that our data was inconsistent and not specific to identifying learning targets and/or gaps for students. The focus of the committee quickly shifted to finding a platform that would provide our teachers with data in the core subject areas that would measure growth, identify specific needs, and provide the longitudinal across grade levels that will allow us to see the big picture of the effectiveness of our curriculum. The platform chosen by the committee is from the NWEA-MAP Growth and Fluency. The other focus of the committee was to address the social emotional needs of our population and review the current curriculum and its effectiveness. Using anecdotal notes and observations from our staff that is implementing the program daily in the classroom. Teachers revealed that in the younger grades the program was very useful in setting up and building culture and community within the classroom and extending out to the playground. Teachers in the upper grades 5-8 felt that the program was lacking relevance to today's students, that it was below their maturity and background of this group of students. Thus, we will be looking at the Responsive Classroom this upcoming summer (2022) to meet the social emotional needs of our students. Staff noted that beyond their observations, data is needed to observe the growth of students and the effectiveness of whatever program is implemented. Moving forward the committee will be reviewing potential platforms that measure our SEL growth.

Referring to the 2019 California School Dashboard, a state indicator for which a subgroup's performance was two levels below the all student level was in the area of English Language Arts. Students with Disabilities subgroup scored at the yellow level ("all student" performance was blue), 9.9 points below standard, increased 18.3 points. The Students with Disabilities subgroup did improve from an orange level in 2018.

In order to build upon the improvement in this area, we will continue with the following forms of intervention: Learning Center model, CAASPP testing in the Testing Hub where additional staff is available to meet each student's testing accommodation, and bimonthly administration led meetings focusing on student needs.

Referring to the 2019 California School Dashboard, a state indicator for which a subgroup's performance was two levels below the all student level was in the area of Mathematics. Students with Disabilities subgroup scored at the orange level ("all student" performance was green), 58.6 points below standard, maintained 0.3 points. In order to improve in this area, we will continue with the following forms of intervention:

Learning Center model, CAASPP testing in the Testing Hub where additional staff is available to meet each student's testing accommodation, and bi-monthly administration led meetings focusing on student needs.

Referring to the 2019 California School Dashboard, a state indicator for which a subgroups' performance was orange occurred in the area of Chronic Absenteeism. The Students with Disabilities subgroup scored at an orange level with 13.7% chronically absent, increased 4.3%. The Socioeconomically Disadvantaged subgroup also scored at an orange level with 11.6% chronically absent with an increase of 0.8%. The White subgroup scored at an orange level with 5.8% chronically absent, increased 1%. In order to address this area, we have added multiple forms of intervention: Implemented a Social Emotional Learning Curriculum, Caring School Community, which focuses on improving the school climate, making it a place where the sense of connectedness is felt throughout the entire school, implementation of UDL/MTSS, monitoring attendance data, and establishing a positive and engaging school climate.

Referring to the 2019 California School Dashboard, a state indicator for which overall performance was in the "Orange" performance category occurred in the area of Suspension Rates, with 2.9% suspended at least once with an increase of 1.8% Students with Disabilities subgroup scored in the red level with 8.1% suspended at least once, increased 6.2%. The Socioeconomically Disadvantaged subgroup was also in the red level with 5.9% suspended at least once, increased 4.4%. The Two or More Races subgroup scored in the orange level, with 2.3% suspended at least once, increased 2.3%. The White subgroup scored in the orange level with 3% suspended at least once, increased 2%. In order to address this low performance data, ACSD implemented Caring School Community, a Social Emotional Learning curriculum. This curriculum was chosen after researching a curriculum that was a comprehensive program for TK- 8th, and met our criteria based on teacher input and the SWIFFIA survey. This curriculum was implemented this year school wide. Caring School Community promotes positive behavior through direct teaching of responsibility, empathy, and cooperation.

2. In the spring of 2021, Ackerman Charter School District participated in the statewide Smarter Balanced Assessments in ELA, math for grades 3 through 8, and science (grades 5,8). Assessments were given April 26 through May 12, 2021, in person.

3. ACSD is using data from Smarter Balanced results, MAP (Measures of Academic Progress) assessments and district curricular benchmark assessments to address learning gaps that have occurred during the pandemic. Staff of ACSD is reviewing data, designing interventions, expanding programs and providing more intense support than we ever have in the past. Support is offered to students across all grade levels TK-8 in both ELA and math. Enrichment is offered to students that are excelling in these academic areas as identified.

4. Based on administration, teacher, student, and family input, ACS D has responded to the need for improved and expanded social emotional learning by implementing an evidence-based social and emotional learning program, Caring School Community. This program is on the CASEL list of approved curricula as one that promotes positive behavior through direct teaching of responsibility, empathy, and cooperation. In the fall of 2019 grades TK-3 implemented the program, and during the 20-21 school year, grades 4-8 staff attended professional development sponsored by the Center for Collaborative Classroom, and implemented Caring School Community within their classrooms as well.

Within our PLC collaboration time, students' mental health needs are a consistent topic of discussion. What are we seeing, what are the needs and how will we as a staff respond to support student needs? Staff is constantly adjusting their social emotional curriculum to address what they are witnessing in real time, using their morning meeting, relevant material from mainstream media, to even more intense counseling offered by our school psychologist.
