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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 e-mail at charters@cde.ca.gov.

Response from Ackerman Charter

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Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us
Gayle Garbolino-Mojica, County Superintendent of Schools

Memorandum

DATE: 3-14-2023

TO: Carolyn Pfister
Education Programs Consultant
State Board of Education

FROM: Jennifer Hicks, Assistant Superintendent, Educational Services 

RE: Ackerman Charter School 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.

1. An acknowledgement 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. A Schedule of the charter district site visit(s) or proposed charter district visits.

The Ackerman Charter District site visit was conducted on March 2, 2023.

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

Jennifer Hicks, Assistant Superintendent, Educational Services
530.745.1488

Response from Ackerman Charter

- MTSS implementation
 - UPK implementation planning and support
4. An acknowledgement that the COE either has no concerns/has commendations or has concerns and the expectation for remediation.

The 2021-2022 Annual Charter Oversight Report, presented to the Placer County Board of Education on March 9, 2023 noted the following:

Based on financial data, ACSD is on track for renewal in 2024. However, academic data is a concern. The level of data analysis provided by ASCD for both state and local assessments is lacking and local data is not disaggregated by significant student groups. Additionally, Dibels data was provided for reading last year (1st-4th grade) but was not provided this year.

Attachment A provides the complete Annual Charter Oversight Report.

Attachment A

**ANNUAL
CHARTER
OVERSIGHT
REPORT**



2021-2022

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About the Placer County Office of Education

We believe that quality education is a vital priority for the students and citizens of Placer County. The Placer County Office of Education, along with sixteen individual school districts and a community college district, work to strive that every child be equipped with a first-class education to succeed in a global economy, to appreciate the cultural, social, and historical resources of their community, and to be active participants in civic responsibilities.

A Message from our County Superintendent

In order to serve the students of Placer County, the Placer County Office of Education, in conjunction with local school districts, provides an array of programs and services to meet student needs. We accomplish this task by:

- Providing high quality specialized programs for students
- Recruiting, retaining, and developing highly qualified staff
- Monitoring fiscal accountability and expenditures of our taxpayer dollars

I invite you to tour the Placer County Office of Education's website to learn more about the important programs in our office or to link with school districts in our county. It is my honor to serve as the Placer County Superintendent of Schools.

Yours in education,



A handwritten signature in black ink that reads "Gayle Garbolino-Mojica". The signature is written in a cursive, flowing style.

Gayle Garbolino-Mojica
Placer County Superintendent of Schools



About Ackerman Charter

Submitted by Ackerman Charter

Bowman School was established in 1895 and has served the Bowman community since that time, even when the widening of Interstate-80 cut through the area. The school remained to keep the community intact. Placer County's community of Bowman remains a small rural community that sees traffic move to and from the Sierras.

When the community was settled in the mid-1800's it was surrounded by mining camps. Settlers soon realized that the area was better suited for farming and ranching. Bowman sits above the North Fork of the American River and quickly became home to cattle ranches and fruit orchards. As the community grew a store, post office, and railroad lines were put in place. Originally a one-room schoolhouse located in the middle of what is not Interstate-80. As the community expanded, Bowman School was completed with a bell tower, and opened its doors to serve the area's children.

In 2006, Bowman was recognized as a Distinguished School, and in 2007 Ackerman Charter School District (ACSD) was granted charter status. This allowed families outside of the small district boundaries the opportunity to attend Bowman without permission from their home district.

Today Bowman Charter School is the only school within the ACSD and serves approximately 600 students in grades TK-8. In 2008, a two-story building was completed to house grades 5-8. In the early 2010s community members created and completed a long-term facilities plan known as Bowman 2025. The plan included a Multipurpose Building, parking lot renovation, playing fields, and an additional classroom building. To date, the Multipurpose Building includes a full-size gymnasium, two large music classrooms, and additional storage, and the parking lot renovation was completed in 2018. The district continues to progress toward the next project, playing fields. Ackerman Charter School District continues to value its long traditions, rich history, and generations of families that have attended, and look to the future for continued growth.

Updates 2021-2022

The 2021-22 school year continued to present many challenges for our small community. Ongoing pandemic restrictions brought much strain and division to our families. Through it, all our school remained focused on providing students with a safe, caring environment, and academic rigor in the classroom. As students returned to the classroom, our staff knew that much had been missed, thus creating many gaps for our students. Teachers knew they needed tools to measure academic growth and identify learning gaps. The staff at Bowman participated in

- Professional Learning Communities (PLC) Reboot training
- Northwest Evaluation Association - Measure of Academic Progress (NWEA MAP) training

With these tools, staff identified strengths and areas of need for students, and provided interventions and enrichments which led to robust growth, and scores on local and state assessments.

Response from Ackerman Charter

Educational Summary

Authorization

ACSD is a K-8 independent all-charter district authorized by the State Superintendent of Public Instruction and State Board of Education (SBE). Placer County Office of Education (PCOE) through mutual agreement with SBE provides supervisory and oversight functions. ACSD first applied for charter status as an individual school with a hybrid model for the 2005/2006 school year. Two years later, pursuant to California Education Code Section 47606, ACSD withdrew to All Charter District Status beginning the 2007/2008 school year. The charter was renewed in 2012. In April 2017, the Placer County Board of Education renewed it for an additional five years. It will be up for renewal in 2024. An annual site visit was conducted by PCOE on March 2, 2023.

Phillip Williams, PCOE Deputy Superintendent, and Martin Fregoso, PCOE Associate Superintendent are the designated contacts (BR 1317.1) and have worked closely with Jennifer Hicks, Assistant Superintendent, Educational Services, and staff related to site visits and ensuring all required reports are submitted and comply with charter school law.

Student Demographics

2021 22 Enrollment: 590 Students				
SED*	EL*	SWD*	Foster Youth	Homeless
140	18	46	0	11
24%	.03%	.08%	0%	.02%

*SED: Socio-Economically Disadvantaged

*EL: English Learners

*SWD: Students with Disabilities

2021 22 Enrollment: 590 Students								
White	Hispanic	American Indian	Asian	African American	Filipino	2 or More Races	Pacific Islander	Not Reported
426	96	2	6	2	5	55	0	4
71.48	16.11%	.34%	1.01	.34%	.84%	9.23	0%	.67%

Student Enrollment by Grade

TK K	1	2	3	4	5	6	7	8	9	10	11	12
82	64	68	61	59	62	63	67	64	n/a	n/a	n/a	n/a

Response from Ackerman Charter

Student Progress Monitoring

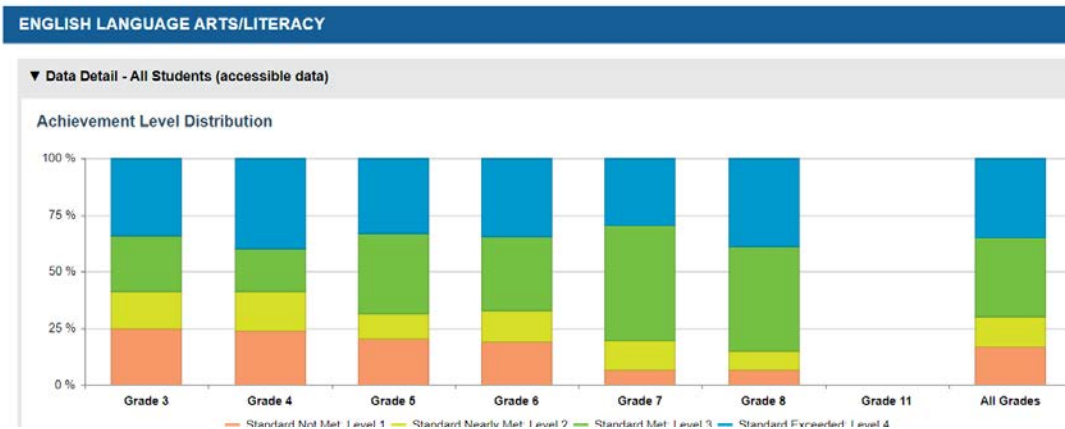
Submitted by Ackerman Charter

Coming out of the worldwide pandemic, ACSD remained focused on monitoring students' social-emotional well-being, social progress, and academic growth. With NWEA MAP assessments and an emphasis during our PLC time to analyze student data, our staff got to work designing and implementing interventions and enrichment opportunities for our students. Staff identified reading and math as areas of need. Teachers and paraprofessionals designed cycles of inquiry that delivered instruction to improve student understanding, develop foundational skills, and encourage students to stretch themselves. Tier 2 interventions were provided to struggling students, that were not meeting benchmarks and were falling below grade level by 12-18+ months.

Student Progress

Submitted by Ackerman Charter

ELA Results CAASPP Spring 2022
 2021–22 Detailed Test Results
 Results for All Students



Overall Achievement

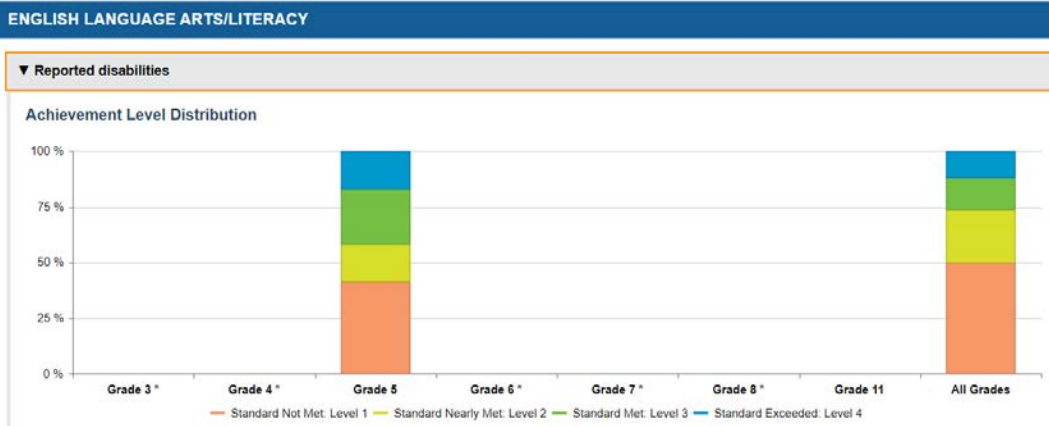
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	57	65	54	60	61	59	N/A	356
Number of Students Tested ⁽²⁾	56	63	54	58	61	59	N/A	351
Number of Students With Scores ⁽³⁾	56	63	54	58	61	59	N/A	351
Mean Scale Score	2445.7	2485.0	2528.5	2578.5	2608.2	2642.7	N/A	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	33.93 %	39.68 %	33.33 %	34.48 %	29.51 %	38.98 %	N/A	35.04 %
Standard Met: Level 3 ⁽⁵⁾	25.00 %	19.05 %	35.19 %	32.76 %	50.82 %	45.76 %	N/A	34.76 %
Standard Nearly Met: Level 2 ⁽⁶⁾	16.07 %	17.46 %	11.11 %	13.79 %	13.11 %	8.47 %	N/A	13.39 %
Standard Not Met: Level 1 ⁽⁷⁾	25.00 %	23.81 %	20.37 %	18.97 %	6.56 %	6.78 %	N/A	16.81 %

The above charts illustrate ACSD results on state assessments. All grade levels have achieved above 50% in a combined scores of *standards met* and *standards exceeded*. Our middle school (7th and 8th grade) students have both achieved over 80% of these same combined scores and less than 7% of students are

Response from Ackerman Charter

achieving the *standard not met* score. Bowman Charter continues to score above the state averages across all grade levels in these two categories.

2021–22 Detailed Test Results
 Results by Disability Status



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	6	6	12	5	5	8	N/A	42
Number of Students Tested ⁽ⁱ⁾	6	6	12	5	5	8	N/A	42
Number of Students With Scores ⁽ⁱ⁾	6	6	12	5	5	8	N/A	42
Mean Scale Score	*	*	2464.7	*	*	*	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	*	*	16.67 %	*	*	*	N/A	11.90 %
Standard Met: Level 3 ⁽ⁱ⁾	*	*	25.00 %	*	*	*	N/A	14.29 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	*	*	16.67 %	*	*	*	N/A	23.81 %
Standard Not Met: Level 1 ⁽ⁱ⁾	*	*	41.67 %	*	*	*	N/A	50.00 %

A deeper dive into our data shows our students with disabilities are not achieving at the same levels of our overall population. Our 5th grade class has the only reportable population of students (over 10), however, looking at all grades categories only 26% of our 42 students achieved the *standard met* and *standard exceeded* levels. Using our weekly PLC time, our staff engages in progress monitoring using local data, designs and implements interventions to address these needs. Students identified as having higher needs have the opportunity to attend Tier 2 interventions in our Title 1 program where the student teacher ratio is increased, and the curriculum is highly targeted and prescriptive to the student's needs.

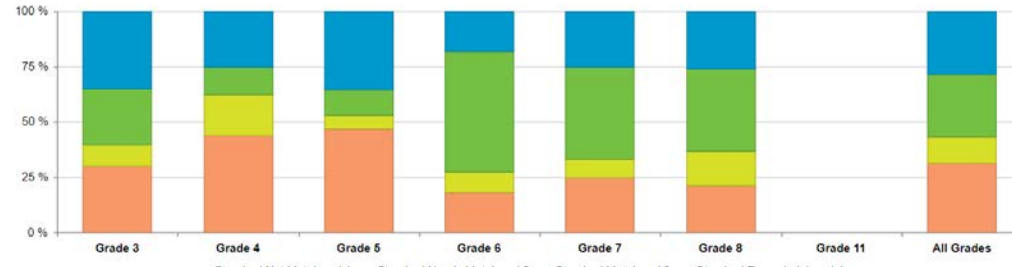
Response from Ackerman Charter

2021–22 Detailed Test Results
 Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

▼ Economically disadvantaged

Achievement Level Distribution



Overall Achievement

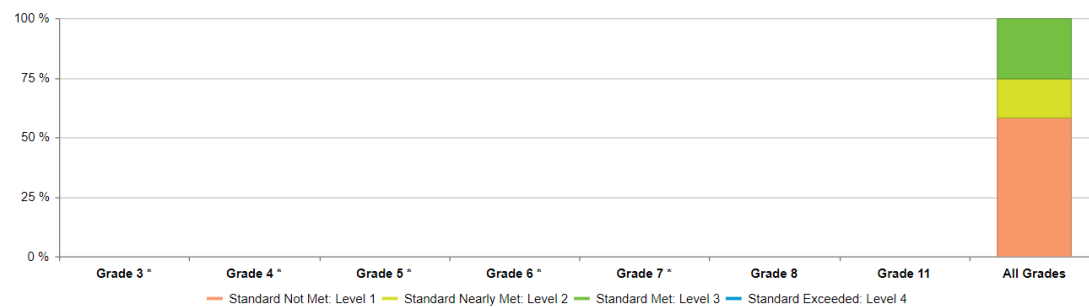
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	20	17	17	11	12	19	N/A	96
Number of Students Tested ⁽¹⁾	20	16	17	11	12	19	N/A	95
Number of Students With Scores ⁽¹⁾	20	16	17	11	12	19	N/A	95
Mean Scale Score	2439.0	2433.2	2492.1	2555.9	2578.3	2583.1	N/A	N/A
Standard Exceeded: Level 4 ⁽¹⁾	35.00 %	25.00 %	35.29 %	18.18 %	25.00 %	26.32 %	N/A	28.42 %
Standard Met: Level 3 ⁽¹⁾	25.00 %	12.50 %	11.76 %	54.55 %	41.67 %	36.84 %	N/A	28.42 %
Standard Nearly Met: Level 2 ⁽¹⁾	10.00 %	18.75 %	5.88 %	9.09 %	8.33 %	15.79 %	N/A	11.58 %
Standard Not Met: Level 1 ⁽¹⁾	30.00 %	43.75 %	47.06 %	18.18 %	25.00 %	21.05 %	N/A	31.58 %

While economically disadvantaged students overall are making progress, we do see a significant drop in achievement 4th grade with only 37% achieving *standard met and standard exceeded* levels. We believe there are many possible contributing factors to this including; increase in class size from 3rd to 4th grade, increase in academic demand, and missing a full educational schedule in the past two years. Our teams are engaged in vertical collaboration to lessen some of these factors and provide strong Tier 1 and Tier 2 interventions where needed to close the gaps.

English Learner

▼ EL (English learner)

Achievement Level Distribution



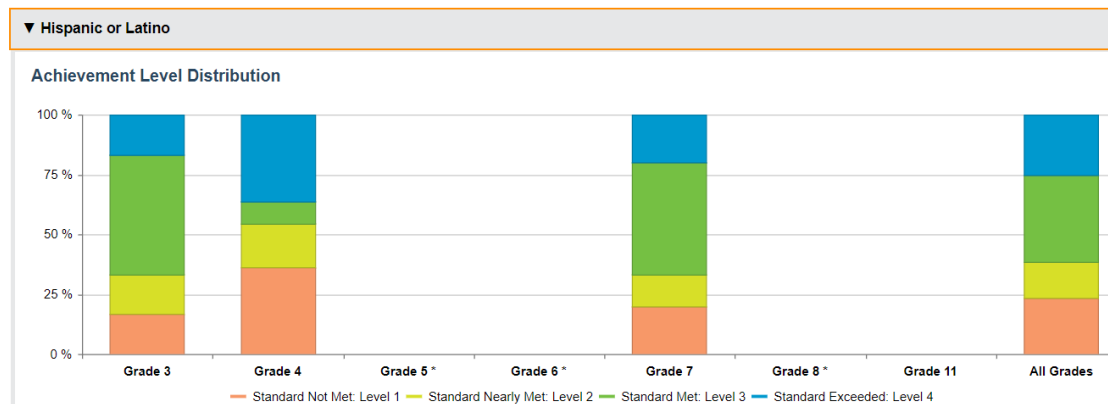
Response from Ackerman Charter

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Number of Students Tested ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Number of Students With Scores ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	25.00 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	16.67 %
Standard Not Met: Level 1 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	58.33 %

ACSD has no reportable populations (over 10) for English Learners at any grade level. With only 12 students enrolled across all grade levels it is difficult to identify overall trends in the data without looking at specific student scores. However, the scores reported for all grades does in fact illustrate that our English Learners are not demonstrating the same rates of growth as our general population. Our Director of Interventions does oversee these students. We are excited to report, that our students frequently reach an English fluency score of four (able to reidentify) within 2-3 years of being in enrolled in our school district. We will continue to address the needs of these students by providing support both within the classroom setting and through individual language acquisition instruction provided daily. Beyond these supports, students will be included in both Tier 1 and Tier 2 interventions when appropriate.

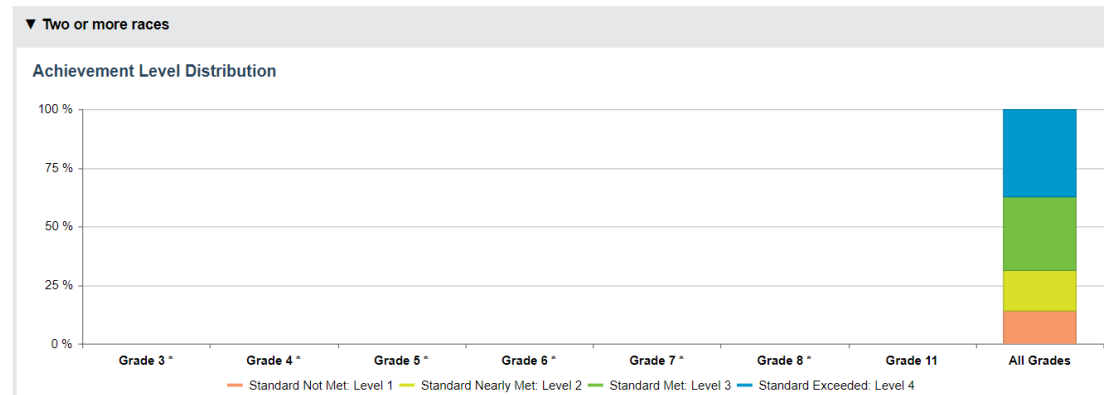
Race & Ethnicity



Response from Ackerman Charter

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	12	12	5	9	15	8	N/A	61
Number of Students Tested ⁽ⁱ⁾	12	11	5	9	15	8	N/A	60
Number of Students With Scores ⁽ⁱ⁾	12	11	5	9	15	8	N/A	60
Mean Scale Score	2440.1	2432.5	*	*	2571.0	*	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	16.67 %	36.36 %	*	*	20.00 %	*	N/A	25.00 %
Standard Met: Level 3 ⁽ⁱ⁾	50.00 %	9.09 %	*	*	46.67 %	*	N/A	36.67 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	16.67 %	18.18 %	*	*	13.33 %	*	N/A	15.00 %
Standard Not Met: Level 1 ⁽ⁱ⁾	16.67 %	36.36 %	*	*	20.00 %	*	N/A	23.33 %



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	6	6	5	4	7	7	N/A	35
Number of Students Tested ⁽ⁱ⁾	6	6	5	4	7	7	N/A	35
Number of Students With Scores ⁽ⁱ⁾	6	6	5	4	7	7	N/A	35
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	*	*	*	*	*	*	N/A	37.14 %
Standard Met: Level 3 ⁽ⁱ⁾	*	*	*	*	*	*	N/A	31.43 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	*	*	*	*	*	*	N/A	17.14 %
Standard Not Met: Level 1 ⁽ⁱ⁾	*	*	*	*	*	*	N/A	14.29 %

ACSD has only two reportable Races/Ethnicity groups outside of “white.” Both student groups are performing well above State averages and both are achieving above 65% of *standard met and standard exceeded* levels. Student groups have continued to show excellent growth and have access to all interventions as needed.

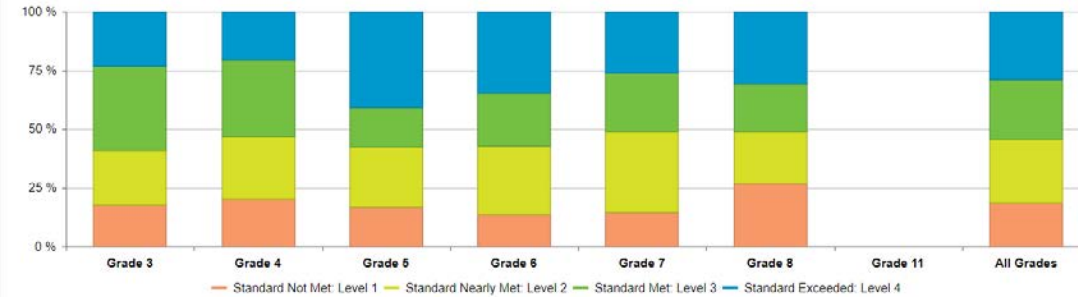
Response from Ackerman Charter

Math Results CAASPP Spring 2022
 2021–22 Detailed Test Results
 Results for All Students

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	57	65	54	60	61	59	N/A	356
Number of Students Tested ⁽ⁱ⁾	56	64	54	58	61	59	N/A	352
Number of Students With Scores ⁽ⁱ⁾	56	64	54	58	61	59	N/A	352
Mean Scale Score	2451.2	2475.4	2537.0	2566.3	2565.8	2592.5	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	23.21 %	20.31 %	40.74 %	34.48 %	26.23 %	30.51 %	N/A	28.98 %
Standard Met: Level 3 ⁽ⁱ⁾	35.71 %	32.81 %	16.67 %	22.41 %	24.59 %	20.34 %	N/A	25.57 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	23.21 %	26.56 %	25.93 %	29.31 %	34.43 %	22.03 %	N/A	26.99 %
Standard Not Met: Level 1 ⁽ⁱ⁾	17.86 %	20.31 %	16.67 %	13.79 %	14.75 %	27.12 %	N/A	18.47 %

All grade levels achieved near the 50th percentile in math, which is above state averages. Of concern to our staff is the large group that is in the *standard nearly met* (yellow) level across all grade levels. In our collaborative discussions, staff is focusing on this group of students for a couple of reasons, its size, and the consistency across the grade levels. We continue to ask ourselves where or what is the gap within our programs, our curriculum, and foundational skills? Staff continue to focus on bringing the instruction and curriculum to the level of the students and building from there. As we know much has been lost in the past few years, and there is much ground to cover. Through our interventions within the general education program, as well as Tier 2 interventions, bringing this to light within our community, and adjusting our practices we are addressing the need to improve achievement.

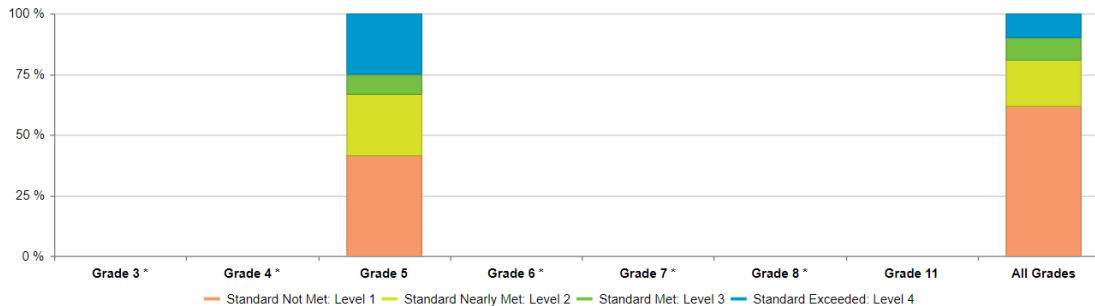
Response from Ackerman Charter

2021–22 Detailed Test Results
Results by Disability Status

MATHEMATICS

▼ Reported disabilities

Achievement Level Distribution



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	6	6	12	5	5	8	N/A	42
Number of Students Tested	6	6	12	5	5	8	N/A	42
Number of Students With Scores	6	6	12	5	5	8	N/A	42
Mean Scale Score	*	*	2469.8	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	25.00 %	*	*	*	N/A	9.52 %
Standard Met: Level 3	*	*	8.33 %	*	*	*	N/A	9.52 %
Standard Nearly Met: Level 2	*	*	25.00 %	*	*	*	N/A	19.05 %
Standard Not Met: Level 1	*	*	41.67 %	*	*	*	N/A	61.90 %

Again, ACSD has only one grade level with a reportable population (above 10) in the reported disabilities category. Overall, our students with disabilities achievement falls far behind that of their peers. Our staff that oversees this population is working hard to bring up the rigor, fill gaps, and use a multi-sensory approach to meet the needs of these students. Eligible students within the general education classroom are also supported using small group instruction and Tier 1 and Tier 2 programs. Current curricular programs are supplemented with additional materials and repeated practice to gain mastery of concepts.

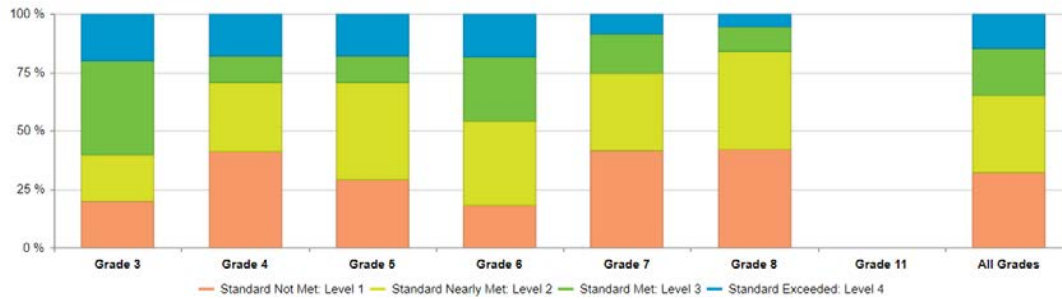
Response from Ackerman Charter

2021–22 Detailed Test Results
 Results by Economic Status

MATHEMATICS

▼ Economically disadvantaged

Achievement Level Distribution



Overall Achievement

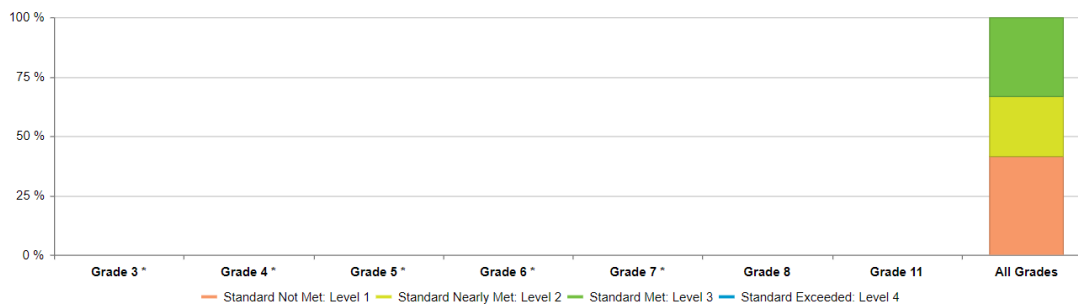
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽¹⁾	20	17	17	11	12	19	N/A	96
Number of Students Tested ⁽²⁾	20	17	17	11	12	19	N/A	96
Number of Students With Scores ⁽³⁾	20	17	17	11	12	19	N/A	96
Mean Scale Score	2449.0	2440.0	2484.5	2530.9	2504.7	2523.5	N/A	N/A
Standard Exceeded: Level 4 ⁽⁴⁾	20.00 %	17.65 %	17.65 %	18.18 %	8.33 %	5.26 %	N/A	14.58 %
Standard Met: Level 3 ⁽⁵⁾	40.00 %	11.76 %	11.76 %	27.27 %	16.67 %	10.53 %	N/A	19.79 %
Standard Nearly Met: Level 2 ⁽⁶⁾	20.00 %	29.41 %	41.18 %	36.36 %	33.33 %	42.11 %	N/A	33.33 %
Standard Not Met: Level 1 ⁽⁷⁾	20.00 %	41.18 %	29.41 %	18.18 %	41.67 %	42.11 %	N/A	32.29 %

Economically disadvantaged students enrolled at Bowman Charter achieved at lower levels than their peers. Prior to the pandemic our students were gaining at similar rates as their peers. This trend has changed, and our staff will be looking into ways to achieve higher access to foundational skills through public events like Family Math Nights, increasing the amount of interventions in math, as well as improving our instructional delivery through our use of UDL strategies.

English Learner

▼ EL (English learner)

Achievement Level Distribution



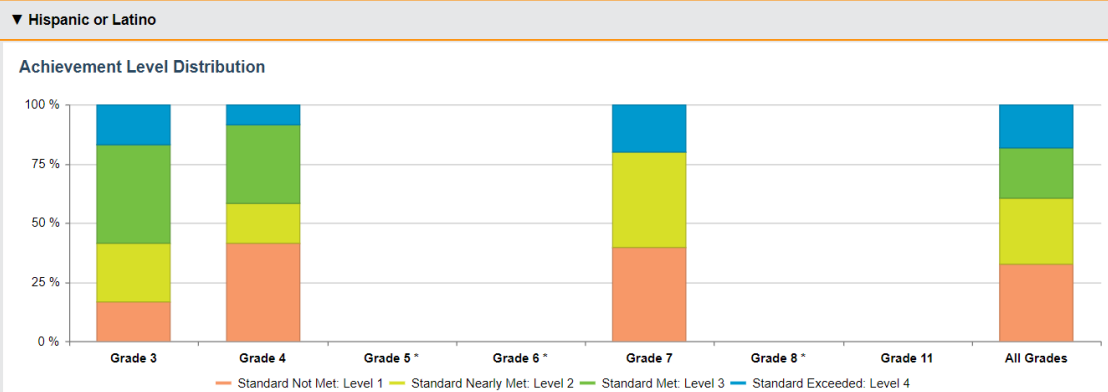
Response from Ackerman Charter

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Number of Students Tested ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Number of Students With Scores ⁽ⁱ⁾	4	*	*	*	*	N/A	N/A	12
Mean Scale Score	*	*	*	*	*	N/A	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	0.00 %
Standard Met: Level 3 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	33.33 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	25.00 %
Standard Not Met: Level 1 ⁽ⁱ⁾	*	*	*	*	*	N/A	N/A	41.67 %

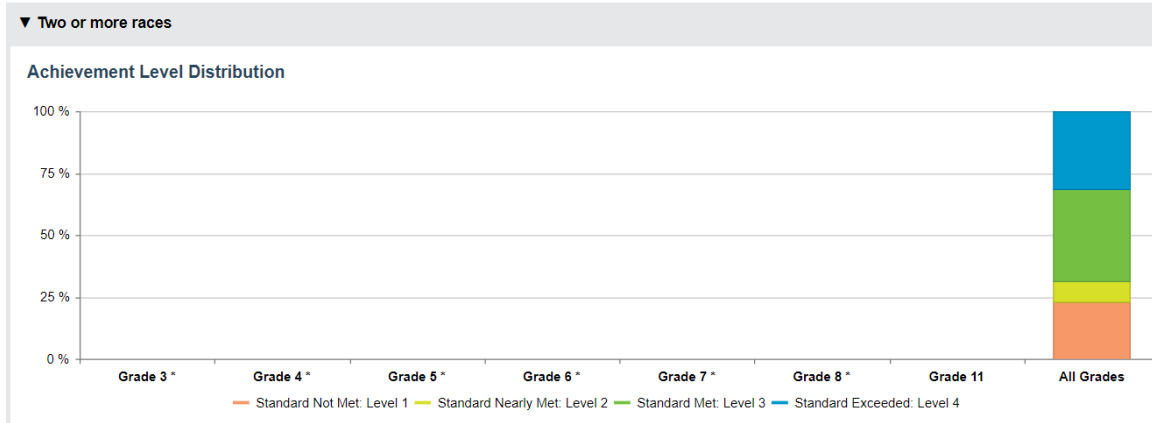
With only 12 English Learner students enrolled, it is difficult to recognize trends or patterns of data. However, our EL populations will continue to have access to all interventions, and supports as needed. It is apparent that some of our current systems and structures need to be investigated for efficacy and improvement is needed within our interventions.

Race/Ethnicity



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	12	12	5	9	15	8	N/A	61
Number of Students Tested ⁽ⁱ⁾	12	12	5	9	15	8	N/A	61
Number of Students With Scores ⁽ⁱ⁾	12	12	5	9	15	8	N/A	61
Mean Scale Score	2442.8	2425.0	*	*	2512.7	*	N/A	N/A
Standard Exceeded: Level 4 ⁽ⁱ⁾	16.67 %	8.33 %	*	*	20.00 %	*	N/A	18.03 %
Standard Met: Level 3 ⁽ⁱ⁾	41.67 %	33.33 %	*	*	0.00 %	*	N/A	21.31 %
Standard Nearly Met: Level 2 ⁽ⁱ⁾	25.00 %	16.67 %	*	*	40.00 %	*	N/A	27.87 %
Standard Not Met: Level 1 ⁽ⁱ⁾	16.67 %	41.67 %	*	*	40.00 %	*	N/A	32.79 %



Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	6	6	5	4	7	7	N/A	35
Number of Students Tested	6	6	5	4	7	7	N/A	35
Number of Students With Scores	6	6	5	4	7	7	N/A	35
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	31.43 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	37.14 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	8.57 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	22.86 %

With our two reportable student groups in the race/ethnicity category, there is a great discrepancy of achievement between the two. Two or more races (TMR) student groups achieved above 65% in the *standard met and standard exceeded levels*.

Local Data Measures of Academic Progress (MAP) Testing Math

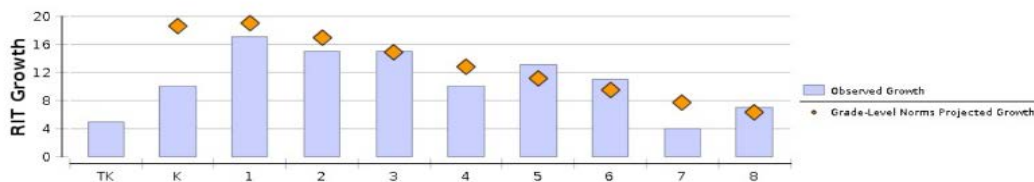
Small Group Display: No

Bowman Charter School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2021			Spring 2022			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Projected School Growth	School Conditional Growth Index			School Conditional Growth Percentile	Number of Students With Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
TK	14	140.9	10.1	97	145.5	10.2	5	1.1	0	0	0	0				
K	55	146.8	10.2	97	157.0	12.0	49	10	1.7	18.6	-3.34	1	55	11	20	13
1	57	160.7	12.0	72	177.4	12.6	56	17	0.8	19.0	-0.81	21	57	21	37	38
2	51	176.7	16.3	77	191.3	16.3	62	15	1.3	16.9	-0.89	19	51	20	39	41
3	53	187.5	12.7	58	202.1	14.0	56	15	1.1	14.8	-0.09	47	53	27	51	50
4	64	199.1	12.7	58	209.2	16.0	43	10	0.8	12.8	-1.17	12	64	24	38	33
5	53	208.0	14.5	52	221.2	19.4	62	13	1.1	11.1	0.80	79	53	35	66	61
6	57	214.2	16.5	54	224.8	18.1	59	11	1.1	9.4	0.46	68	57	36	63	59
7	58	223.6	14.2	70	228.0	16.6	55	4	1.0	7.7	-1.40	8	58	22	38	36
8	53	226.7	14.6	61	233.8	16.1	63	7	1.0	6.3	0.31	62	53	27	51	50

Math: Math K-12



Response from Ackerman Charter

One of our local data points is NWEA MAP platform. In the far-right column labeled “Student Norms” there is an improvement in the number of students meeting their growth projections from the Fall of 2021 to the Spring of 2022 as their grade level increases. Four of the nine grade levels met or exceeded their projected growth as illustrated below.

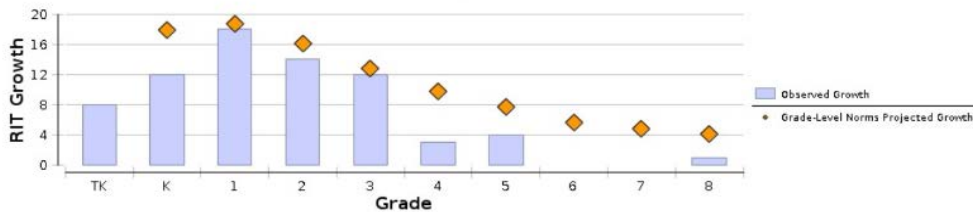
Reading

Bowman Charter School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
TK	14	131.8	6.6		139.4	7.2		8	2.1				0			
K	52	141.5	8.8	92	153.0	11.7	49	12	1.5	17.9	-2.33	1	52	15	29	24
1	56	157.3	10.5	79	174.8	14.0	70	18	1.2	18.7	-0.41	34	56	27	48	45
2	51	174.9	19.6	79	188.9	12.4	68	14	1.7	16.0	-0.70	24	51	23	45	46
3	51	186.3	17.5	61	197.8	19.2	54	12	1.6	12.7	-0.51	31	51	28	55	55
4	61	199.5	14.3	74	202.6	15.6	38	3	1.2	9.7	-2.82	1	61	18	30	28
5	52	208.0	15.7	76	211.6	15.6	54	4	1.1	7.7	-1.82	3	52	17	33	26
6	52	218.5	17.7	91	218.4	19.1	67	0	1.2	5.7	-2.87	1	52	16	31	24
7	59	218.2	13.3	75	218.0	14.9	46	0	1.0	4.8	-2.51	1	59	20	34	28
8	56	221.6	13.8	71	222.3	15.5	53	1	1.2	4.2	-1.51	7	56	26	46	45

Language Arts: Reading



The growth in Reading was far lower than expected. Only two of the nine grade levels met their projected growth levels. This was our first year of administration, so we did not have scores over time to measure growth within student groups.

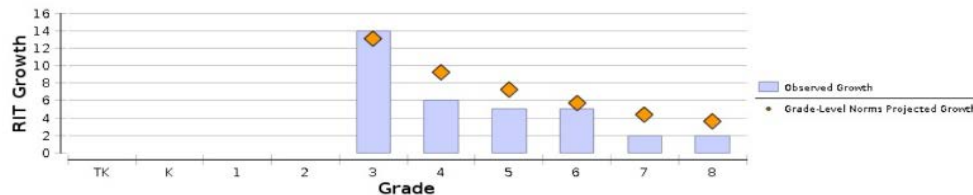
Language Usage (Gr 3-8)

Bowman Charter School

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
TK	0	**		**			**						**			
K	0	**		**			**						**			
1	0	**		**			**						**			
2	0	**		**			**						**			
3	52	183.8	18.1	41	197.5	17.8	45	14	1.2	13.1	0.26	60	52	32	62	55
4	63	199.3	15.4	71	204.9	15.8	49	6	0.9	9.2	-1.87	3	63	21	33	37
5	52	206.4	14.2	71	211.8	13.8	60	5	1.1	7.2	-1.00	16	52	27	52	48
6	57	212.6	18.4	75	217.5	18.1	71	5	0.9	5.7	-0.46	32	57	32	56	52
7	59	217.1	12.8	78	218.6	14.1	63	2	0.9	4.4	-1.50	3	59	26	44	32
8	55	220.5	11.8	80	222.3	12.9	70	2	0.8	3.6	-1.07	14	55	24	44	41

Language Arts: Language Usage



Language usage is only given to grades 3-8. Here again projected growth is met in grade 3 and 6.

Response from Ackerman Charter

Areas of Strength*Submitted by Ackerman Charter*

Overall ACSD students are achieving higher than their peers on state assessments. In all grade levels, in both English Language Arts (ELA) and math, more than 50% of our students are earning a “standard met” or “standard exceeded” level. In some grade levels, 60-80% of our students are scoring at these levels. Student groups that are showing robust growth. Our Hispanic population continues to make academic gains, for example in 20-21 (these students were in 3rd), 8% of students earned “standard exceeded” level on ELA assessments; while in 21-22 (now in 4th grade), these same groups of students 36% earned the “standard exceeded” level. During these same years, Hispanic students in 6th moving into 7th grade saw a decline of “standard nearly met” and “standard not met” levels of 23%, which correlates of an increase of that same percentage of “standard met” and “standard exceeded” level attained.

Our local NWEA MAP data shows that students continue to demonstrate growth over time. This assessment is given 3x yearly to provide data for each student's academic growth.

In Math, four of nine of our grade levels met or exceeded their projected growth. ACSD staff continue to disaggregate the data, design, and implement interventions and enrichment opportunities for students to meet their needs. We are extremely proud of the growth of our staff for their use of data to inform their instructional decisions, designing programs to address needs and their continued belief that all students can achieve by providing the right tools at the right time.

Areas of Need*Submitted by Ackerman Charter*

Like most schools coming out of the craziness known as “the pandemic” ACSD has many students that did not demonstrate academic growth as expected. Our state California Assessment of Student Performance and Progress (CAASPP) data reveals that the student groups of economically disadvantaged, reported disabilities, and our Hispanic/Latino are achieving lower than their peers. Our local data NWEA MAP reveals the same trends.

With this information, ACSD teachers have engaged in professional development to refresh our Professional Learning Community practices, as well as “dig into” our data, looking for trends, groupings, and successes. The focus has been to use this and other local data to design and provide targeted instruction and provide time for the grade level and the grade span articulation. Teachers have been provided the opportunity to observe their peers to gain insights and strategies to add to their “toolbox.”

ACSD continues to encounter the pandemic's impact on staff and students in all grade levels. We find students with social, emotional, and academic gaps, often there is a combination of all categories. As a school, we have and are struggling to address all these needs of both staff and students. As we develop our professional development plans, the administration recognizes the need to bring our staff together and rely on each other to address these factors and move forward.

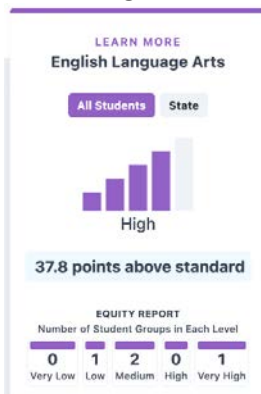
Response from Ackerman Charter

The ACSD Board of Trustees is reported to every trimester with the completion of NWEA assessments. The Board is also informed of the California Dashboard posting which includes our local indicators, California Assessment of Student Performance and Progress (CAASPP) results, and student group breakdowns.

Student Progress – English Language Arts

Submitted by PCOE

California Dashboard. In ELA ACSD earned a performance status of High on the 2022 California Dashboard. On average, students scored 37.8 points above the standard. One student group, White students, earned a Very High and Hispanic students earned a Medium. Two student groups SED and SWD were given a Low status.



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

CAASPP.

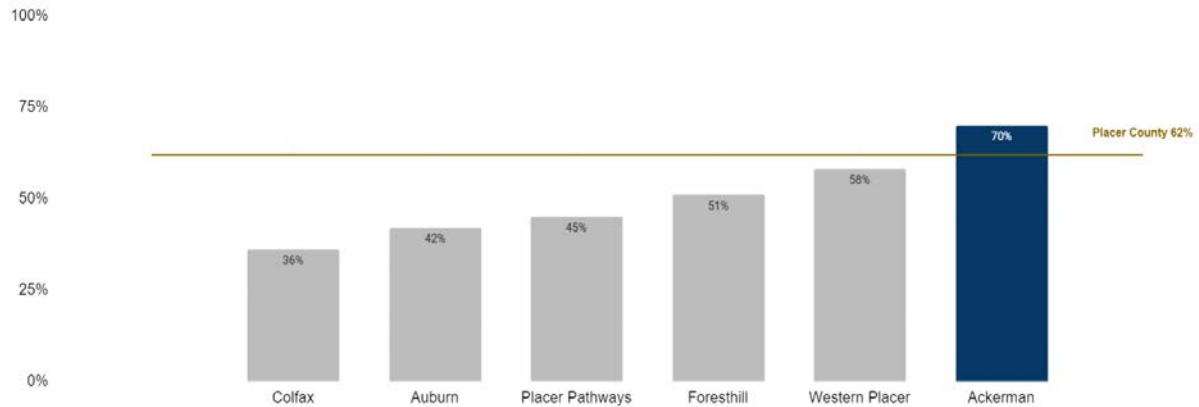
Per the California Department of Education, data from the 2021–22 spring assessments should be considered “baseline data” for measuring student progress going forward due to the challenges presented by the pandemic.

Response from Ackerman Charter

On the 2022 CAASPP, 70% of All Students met or exceeded the standard. Countywide, 62% of All Students met or exceeded the standard. The percentage of ACSD SED students meeting or exceeding the standard was 57% in 2022. 26% of SWD met or exceeded the standard in 2022.

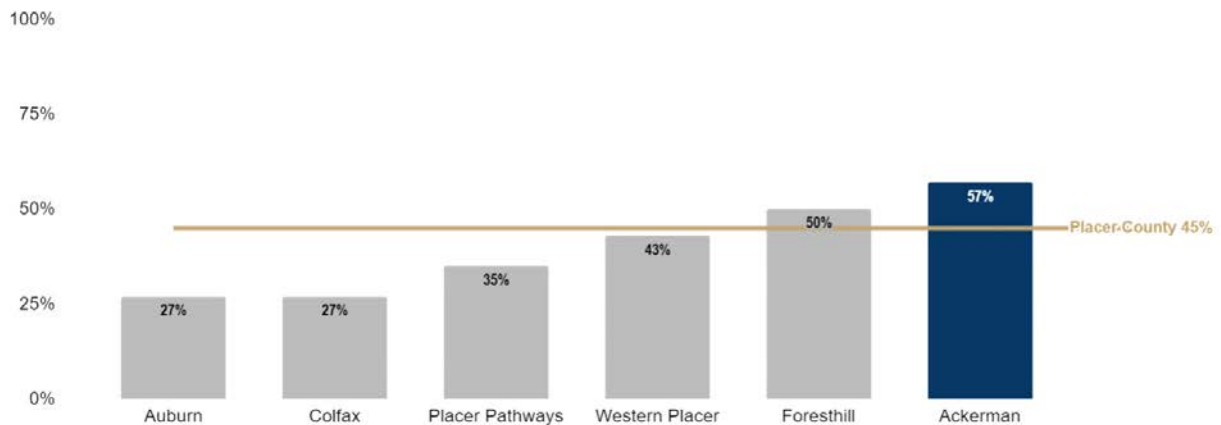
Ackerman ELA Performance Overall

Overall percentage of students meeting or exceeding standard on CAASPP ELA



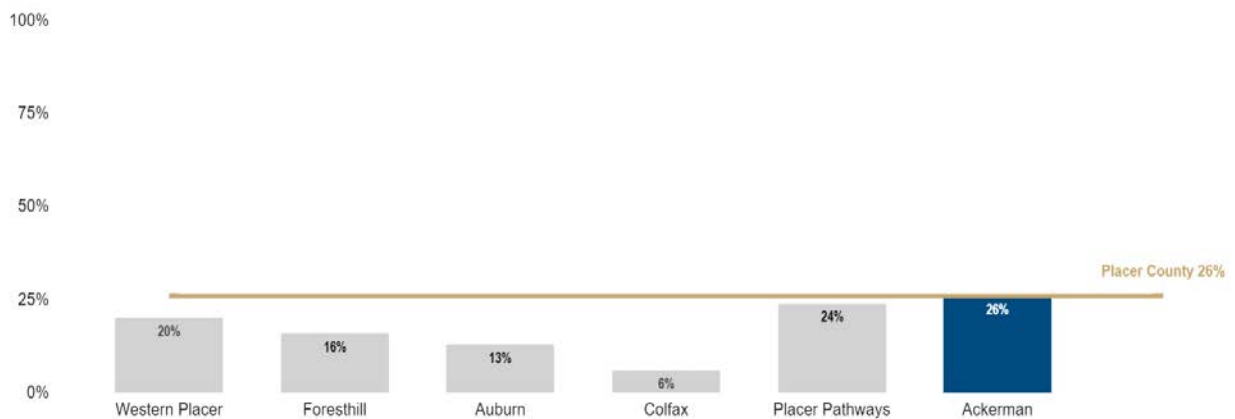
Ackerman ELA Performance for Socioeconomically Disadvantaged

Overall percentage of students meeting or exceeding standard on CAASPP ELA



Ackerman ELA Performance for Students With Disabilities

Overall percentage of students meeting or exceeding standard on CAASPP ELA



Response from Ackerman Charter

Student Progress – Math

Submitted by PCOE

California Dashboard. In Math, ACSD earned a performance status of High on the 2022 California Dashboard. On average, students scored 5.3 points above the standard. One student group, White students, also earned a High, while SED, SWD, and Hispanic students were given a Low status.



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

CAASPP.

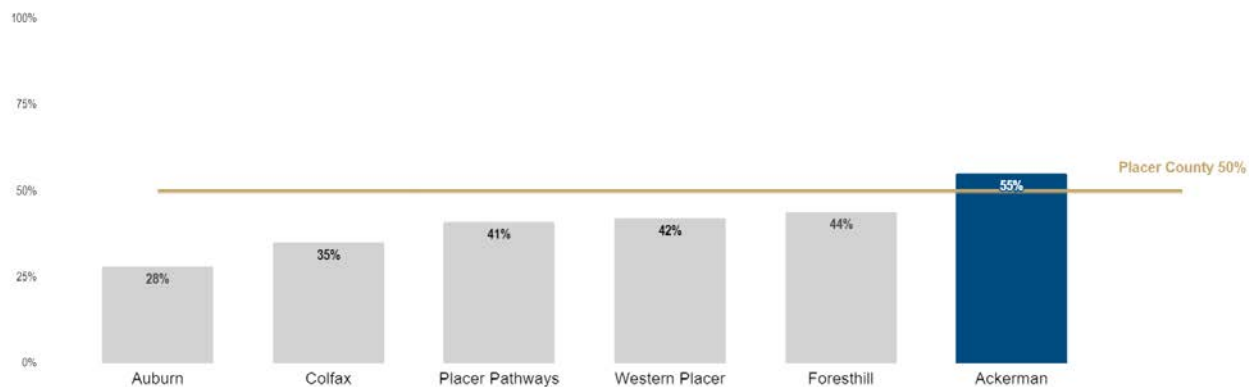
Per the California Department of Education, data from the 2021–22 spring assessments should be considered “baseline data” for measuring student progress going forward due to the challenges presented by the pandemic.

On the 2022 CAASPP (California Assessment of Student Performance and Progress), 55% of All Students met or exceeded the standard in Math. Countywide, 50% of All Students met or exceeded the standard. The percentage of ACSD Socioeconomically Disadvantaged students meeting or exceeding the standard was 34% in 2022. 19% of Students with Disabilities met or exceeded the standard in 2022.

Response from Ackerman Charter

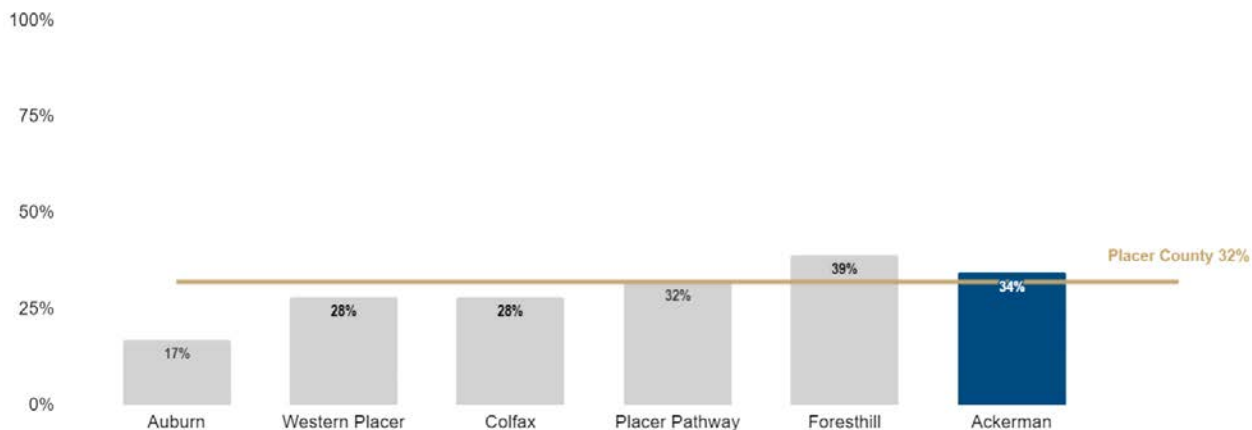
Ackerman Math Performance Overall

Overall percentage of students meeting or exceeding standard on CAASPP Math



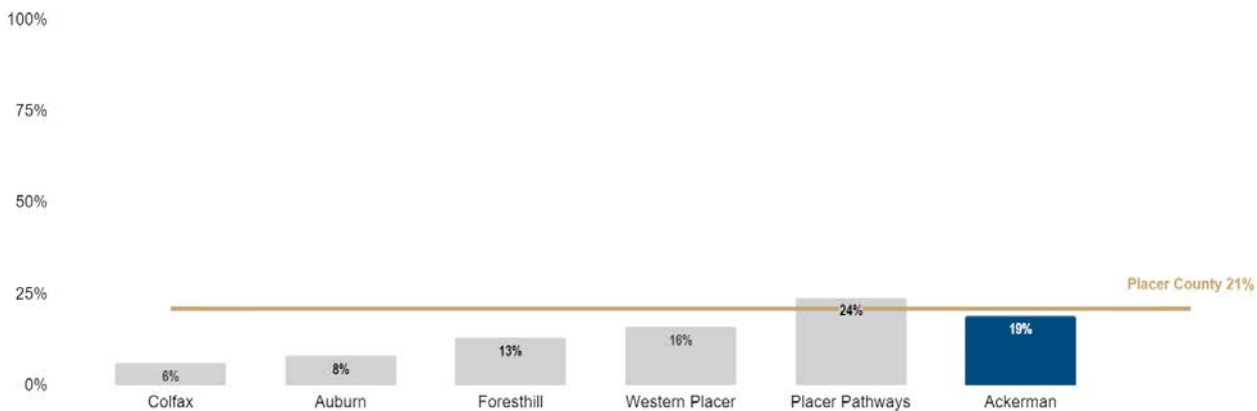
Ackerman Math Performance for Socioeconomically Disadvantaged Students

Overall percentage of students meeting or exceeding standard on CAASPP Math



Ackerman Math Performance for Students With Disabilities

Overall percentage of students meeting or exceeding standard on CAASPP Math



Student Progress – Dashboard

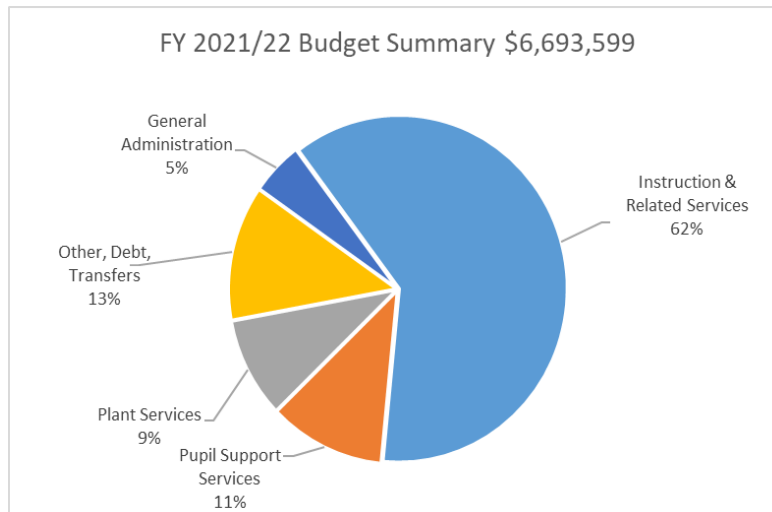
Submitted by PCOE

2022 CA Dashboard Status Overview				
Student Group	Suspension Indicator Status Level	Chronic Absenteeism Indicator Status Level	ELA Indicator Status Level	Math Indicator Status Level
All Students	Medium	High	High	High
English Learners	No Performance Level	No Performance Level	No Performance Level	No Performance Level
Socioeconomically Disadvantaged	High	Very High	Low	Low
Students with Disabilities	Medium	Very High	Low	Low
Hispanic	Medium	High	Medium	Low
White	Medium	High	Very High	High
Two or More Races	High	Very High	No Performance Level	No Performance Level

Local Control Accountability Plan (LCAP)

ACSD completed and submitted a 2021-2022 LCAP including an Annual Update. ACSD held a public hearing for the LCAP on June 9, 2021, and it was approved by the board on June 16, 2021.

Financial Summary



Response from Ackerman Charter

Debt

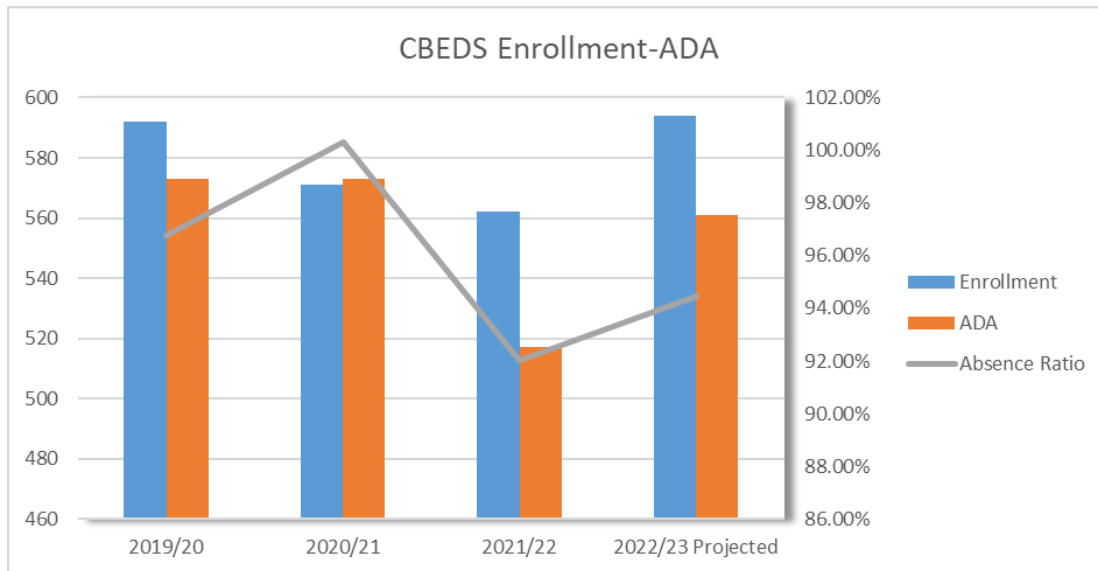
In FY 2016/17, ACSD borrowed \$7 million from the County of Placer Treasurer for its Master Facilities Plan. This note is being paid back over 20 years. To assist with the project, FY 2017/18 included a General Fund transfer of \$865K and FY 2018/19 included a transfer of \$316K.

All LEAs reflect their share of the CalSTRS and CalPERS unfunded liability in their financial statements. As of 6/30/22, ACSD's proportionate share is \$3.3 million.

Fiscal Viability

ACSD's enrollment decreased from 571 in FY 2020/21 to 562 in FY 2021/22. Average daily attendance (ADA) was 517.84 in FY 2021/22. ACSD has a General Fund budget of \$6,693,599. ACSD ended the year with a \$5.57 million ending fund balance. Their unassigned, unrestricted reserve for economic uncertainties is 17% (\$1.1 million), well above the state-recommended reserve of 4% for a district its size. Currently, there are no concerns regarding the financial health of the district.

Looking ahead, the First Interim Budget update for FY 2022/23 contained a multi-year projection that included Average Daily Attendance at 520.90. ACSD is projecting to maintain a healthy reserve for economic uncertainties through FY 2024/25.



Independent Auditor's Report

ACSD's audit report by James Marta & Company LLP reported no findings or material weaknesses for fiscal year 2021/22.

Charter Progress Towards Renewal

Based on financial data, ACSD is on track for renewal in 2024. However, academic data is a concern. The level of data analysis provided by ACSD for both state and local assessments is lacking and local data is not disaggregated by significant student groups. Additionally, Dibels data was provided for reading last year (1st-4th grade) but was not provided this year.

Charter Contact Information

Ackerman Charter School

13777 Bowman Road

Auburn, CA 95603

<http://www.ackerman.k12.ca.us/>

Kristin Wells

Superintendent/Principal

530.885.1974

kwells@ackerman.k12.ca.us

**Ackerman Charter School District – Academic
Memorandum Response**



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

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.

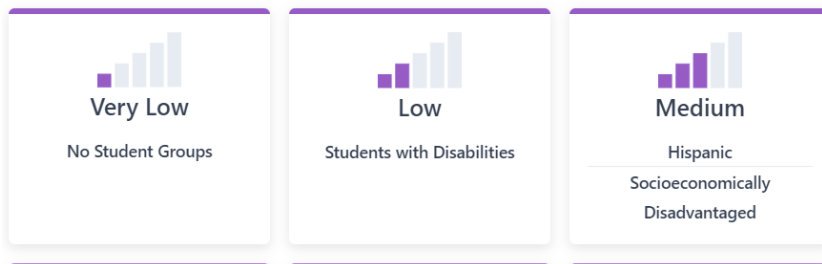
See tables in question #3.

ELA Performance Levels for Student Groups

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

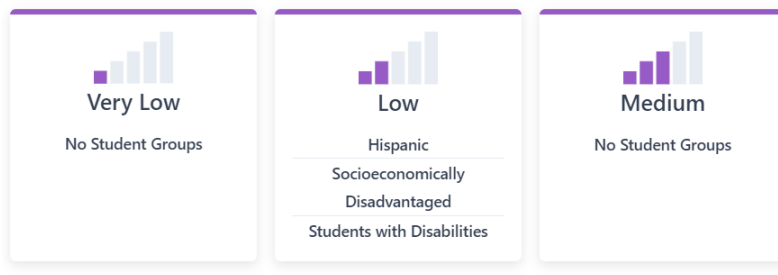


Math Performance Levels for Student Groups

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

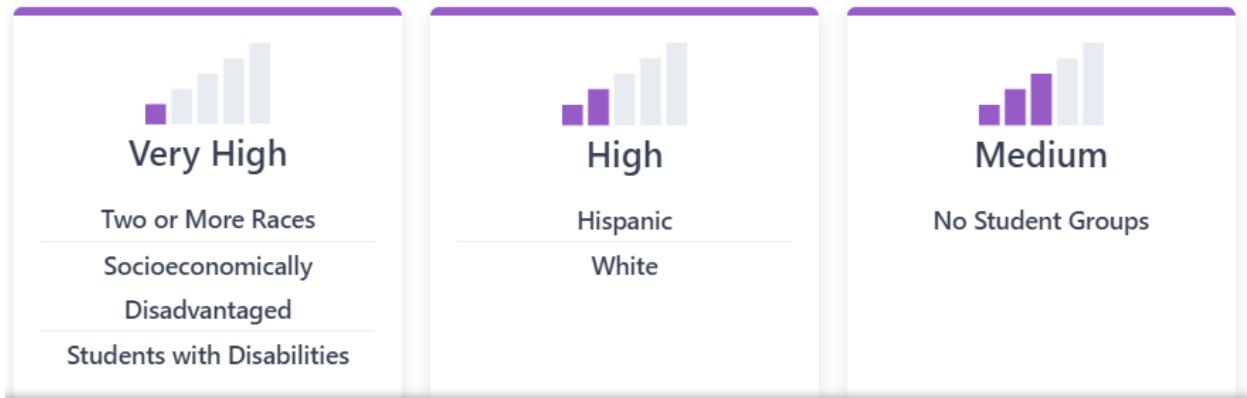


Chronic Absenteeism Performance Levels for Student Groups

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



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

This document was prepared by the California Department of Education, Charter Schools Division, January 2023.