California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item01

Attachment 4

# California State Board of Education-Authorized Charter District 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Ackerman Charter School District (Charter #00D9). Responses from the charter district have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Ackerman Charter School District 2024 Academic Memorandum Form

### Section 1. Charter District Information

#### General Information

Provide the following information as it pertains to the charter district.

| **Prompt** | **Response** |
| --- | --- |
| Charter District Name | Ackerman Charter School District |
| District Address | 13777 Bowman Rd |
| City | Auburn |
| ZIP Code | 95603 |
| County | Placer |
| Website Address | https://www.ackerman.k12.ca.us/ |
| County District School (CDS) Code | 31-66761-6031009 |
| Charter Number | 00D9 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2025 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 603 |
| Instruction Type | Classroom-based |

**District Description:**

Bowman Charter School (also referred to herein as BCS or Bowman) is a small, independent school situated in the rural Sierra Foothills near Interstate 80. Founded in 1895 as Bowman School, it has consistently served as a central hub for the Bowman community. The Bowman area is geographically located on the bluffs above the North Fork of the American River, a region that experienced significant growth during the mid-1800s Gold Rush. Initially settled as an extension of local mining camps, the area quickly proved more suitable for cattle raising and fruit growing than for mining. Over time, the village of Bowman developed, featuring a country store, a post office, and a spur from the Central Pacific Railroad, which contributed to its popularity. In 1895, Bowman School was established, originally comprising a one-room schoolhouse topped with a wood-shingled bell tower. The school catered to the growing population of dairy farmers, cattle ranchers, and fruit growers in the area. Despite the modernization of the Bowman area over the past several decades, Bowman School has remained a steadfast community anchor. What was once ranchland is now populated with mini-marts, supermarkets, gas stations, and unique boutiques. Residential neighborhoods, some dating back to the Gold Rush era, lie behind the fast-food franchises, and spectacular homes with canyon views are scattered throughout the area. Freeway traffic continuously moves through the Bowman community, transporting visitors to and from the Sierras. Despite these changes and the area's growth, longtime residents maintain that Bowman School is the defining feature that makes the Bowman area special. While tradition remains a valued aspect of Bowman School's heritage, significant changes occurred during the 2005-2006 school year when Bowman applied for charter status to sustain and grow the school district. That year, Bowman Charter School was approved as a hybrid model and earned the distinction of being a California Distinguished School. The community and parents responded positively to the integration of charter and district students, fostering a robust school program that balances family choice, strong enrollment, and the preparation of students for future careers and college in the twenty-first century. In 2007, the Ackerman Elementary School District became the ninth charter school district in the state. Since then, the Ackerman Charter School District (also referred to herein as ACSD or District) has seen a growing demand for enrollment, with the number of families applying increasing each year. Despite area-wide declining enrollment in neighboring districts, the number of students at Bowman has steadily grown. As the school has expanded, so have its programs, services, and offerings for students. Test scores have remained consistent, the implementation of technology in a purposeful and targeted manner has been widely embraced. Bowman continues to meet the social emotional needs of our students by setting aside time daily for building culture and relationships within our school community. The blend of past and present is immediately apparent as you approach Bowman Charter School, the sole campus of ACSD. Mature oak trees stand alongside the school's two new buildings. A two-story building, which houses a science lab and a library, as well as classrooms for grades 5-8. And a two-story multipurpose building that includes a full-size gymnasium and expanded classrooms for our fine arts programs. The school's original bell, over a hundred twenty years old, is prominently displayed near the second floor. This fusion of old and new is also evident in the ACSD family and community. The staff includes both experienced and novice teachers, bringing diverse perspectives and teaching styles. The School Board is a balanced mix of seasoned and newly elected members, with one trustee having served the district for over three decades. This trustee has a continuous connection with Bowman through multiple generations, from his parents to his grandchildren. This generational student population is common, with many Bowman-educated parents enrolling their own children. These parents now witness the same traditions through their children's eyes, while also embracing new experiences that Bowman continues to build.

#### Charter Schools within the Charter District

Provide information regarding the first charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Bowman Charter School |
| County District School (CDS) Code | 31-66761-6031009 |
| Charter School Address | 13777 Bowman Rd |
| City | Auburn |
| ZIP Code | 95603 |
| Grade Levels Served | TK-8 |
| 2023–24 Enrollment | 603 |
| Instruction Type | Classroom-based |

##### Demographic Information

Provide the following information as a percentage of the charter district’s total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 4 |
| Foster Youth | 0.2 |
| Homeless | 1 |
| Socioeconomically Disadvantaged | 36 |
| Students with Disabilities | 10 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.3 |
| American Indian | 0.2 |
| Asian | 1.2 |
| Filipino | 0.7 |
| Hispanic | 16 |
| Pacific Islander | 0 |
| Two or More Races | 9 |
| White | 72 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter district’s total student population and color regarding the charter district’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter district is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 7.4 | Green |
| Suspension Rate | 0.3 | Blue |
| English Learner Progress | [No Response] | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Color and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Green | 30.1 | Above standard |
| Mathematics | Green | 6 | Above standard |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 65 |
| Mathematics | 55 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter district’s areas of greatest progress.

School Connectedness and Engagement and Safety - Bowman Charter is excited to see that both students and parents feel a strong connection to our community. With the implementation of our SEL program and dedicated time within our daily schedule to check in on students and build relationships and a strong culture school-wide the impact is evident on our California Dashboard results with both chronic absenteeism and suspension rates declining for all students and all student groups. ACSD’s maintain a 0.5% suspension rate for the 2023-24 year. Attendance – During the 2023-24 school year ACSD was able to improve our chronic absenteeism rates with a decrease of 7% points from 15% to 7% according to the California School Dashboard. We have worked hard to stress the importance of attending school every day completing independent study contracts, and rewarding students for being at school. English Language Arts (ELA) - Students at Bowman Charter continue to demonstrate average achievement (~ 35.5%) as indicated on the results of NWEA MAP scores. However, over 65% of students met or exceeded the standard on the ELA portion of the CAASPP and increase of 3% from the previous year. Hispanic students scored with over 54% meeting or exceeding standards on the CAASPP, an increase of 9% from 22-23, and trending toward the high scores of 62% in 2021-22. In 2023-24, white students saw an increase from 63% meeting or exceeding standards in 2022-23 and surpassed the 21-22 score of 72.8% met or exceeded standard. Students of two or more races attained a score of 62% met or exceeded standard. Math - As indicated on the California Dashboard, all of the students earned “green” color status. Both socioeconomically disadvantaged and Hispanic students demonstrated growth (52%) on the NWEA MAP for the year. While students with disabilities reached the 59%ile for growth in math.

1. What internal assessments (not 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?

Ackerman Charter School District uses local benchmark assessments and NWEA MAP assessments to monitor student progress. The MAP assessments are on approved data list. Attendance and suspension progress has been measured through Aeries our student information system.

1. Based on Dashboard data, identify the charter district’s areas of greatest need. Include references to student groups.

Students with Disabilities: According to the California Dashboard, students with disabilities consistently perform lower in Math, English Language Arts (ELA), and Chronic Absenteeism in ACSD. This data highlights that our most vulnerable students are falling further behind their peers and the need for close monitoring and the implementation of targets supports and interventions listed below. ELA Performance: In 2023-24, socioeconomically disadvantaged students attained a 51% of students meeting or exceeding standards. While this is a higher percentage than their peers across the State, their peers at ACSD are outperforming them. While both groups maintained a “green” performance level, these declines raise significant concern and underscore the need for strategies to reverse the trend. NWEA MAP Growth Targets: In 2023-34 our staff focused on the issue that most students rarely meet their growth targets on the NWEA MAP assessments, even though they demonstrate strong performance on the CAASPP. In our PLC discussions we are strategically working with students individually to set growth targets/goals, to monitor their own progress, and making individuals aware of their learning trends. Student Group Performance: Among the four reportable student groups, students with disabilities and those from socioeconomically disadvantaged backgrounds perform significantly below their peers. ACSD aims to continue to explore and implement strategies to engage these students and enhance their academic outcomes. Initiatives already include daily social-emotional learning sessions across campus, academic support classes with guided learning opportunities, after school tutoring/interventions, and measures to foster stronger school engagement.

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

Strong interventions and support are needed to demonstrate improvement for all student groups. These will include: • Targeted Interventions that utilize evidence-based reading interventions designed for students with disabilities (e.g., phonics-based programs, multi-sensory approaches). • Data-Driven Instruction that regularly monitors student progress using formative assessments and uses growth data to identify students’ growth trends and provide additional support as needed. • Professional Development to train teachers in strategies for differentiating instruction for students with disabilities including Universal Design for Learning (UDL). • Small Group and One-on-One Support to Increase the availability of small group instruction for targeted skill-building and ensure access to paraprofessionals and specialized staff and volunteers for one-on-one support. • Parental and Community Engagement to collaborate with families to reinforce reading strategies at home. Hosting Family Literacy nights that focus on strategies and skills to support emerging readers. • Extend Learning Time by offering extended school day programs, after-school tutoring, or summer reading camps to support struggling students. • Develop Personalized Learning Plans by identifying students in the lowest growth ranges and develop personalized intervention plans to address their specific learning gaps. • Include the students in setting Growth Goals to establish clear, achievable growth goals and monitor progress regularly. • Provide Multilingual Support for English learners, provide bilingual resources or materials in students' native languages to build comprehension and fluency.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

Annual goals and measurable student outcomes are defined in the Local Control Accountability Plan (LCAP) Goal 1, 2 and 3 specifically outline goals in the areas of English Language Arts, Math and student engagement are measured using a variety of assessments including local surveys, annual CAASPP assessments, ESGI, and NWEA MAP assessments. Goal 1: ELA ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data. Goal 2: Math ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data. Goal 3: Student Engagement ACSD will implement strategies to engage students in their learning and provide interventions to eliminate barriers to student success, including Tier 2 and 3 targeted academic support as needed. Bowman Charter will take comprehensive actions that include several strategic actions. First, it will ensure that all teachers are qualified, fostering a knowledgeable and effective teaching staff. The school will utilize appropriate curriculum materials that align with state standards and reflect diverse learning needs. Data analysis will play a crucial role in evaluating student progress and informing instructional design, enabling educators to tailor their teaching methods effectively. Targeted interventions will be implemented for students who require additional support, while technology will be integrated to enhance learning experiences and engagement. The school will also offer enrichment opportunities such as project-based learning that expands students' interests and skills beyond the standard curriculum. To promote inclusive learning environments, Universal Design for Learning strategies will be implemented, ensuring that all students have equal opportunities to succeed. Additionally, daily social-emotional learning will be integrated into the curriculum to support students' overall well-being, fostering resilience and a positive school climate.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter district’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Local Control and Accountability Plan (LCAP) outlines the charter district’s key goals, strategies, and measurable outcomes to enhance student achievement, equity, and overall educational quality. Goal 1 and 2: Improve Student Achievement and Academic Outcomes in ELA and Math The district successfully integrated new instructional materials and strategies aligned with state standards, improving student engagement and comprehension. Teachers participated in ongoing professional development sessions focused on differentiated instruction, and data-driven decision-making. Progress monitoring assessments and formative assessments were implemented to track student progress, leading to targeted interventions for struggling students. Despite improvements, some students continue to experience post-pandemic learning gaps, particularly in math and literacy with in our student groups. Goal 3: Ensure a Safe, Inclusive, and Supportive Learning Environment Implementation of daily social emotional learning and Restorative Practices has led to a decrease in disciplinary incidents. The expansion of counseling services and mental health resources provided to students, along with strengthened initiatives to address bullying and harassment, are creating a more positive school environment. Investmenting in more security measures, such as updated surveillance and intercom system, have improved overall campus safety. Further efforts are needed to strengthen partnerships between schools and families to foster a more collaborative support system.

1. Provide a summary of the charter district’s 2024–25 LCAP mid-year update that describes what the charter district is doing to increase community input.

ACSD has provided a variety of workshops to parents and students on literacy, math and the dangers of social media and untethered access to the internet.The district has also enhanced its communication strategies through multilingual outreach, social media, and digital platforms.Collaborations with local organizations such as ARD, Chapa de Health Services and the Placer County Sheriffs Office have strengthened resources available to students and families. During these after school events we provide child care to increase attendance. We also seek parent, student, staff, and community input through a variety of online surveys including our LCAP surveys. ACSD relies heavily on these surveys to inform our decisions.

### Section 6. Differentiated Assistance

1. Does the charter district qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter district meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter district will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter district selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter districts authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

KW

#### Certification

I hereby certify that I am a full-time paid employee of the charter district who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter district.

KW

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Kristin Wells |
| Job Title | Superintendent/Principal |
| Email Address | kwells@ackerman.k12.ca.us |
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