

Jereann Bowman Continuation High School

21508 Centre Pointe Parkway • Santa Clarita, CA 91350 • (661) 253-4400 • Grades 9-12

Robin Geissler, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



William S. Hart Union High School District

21380 Centre Pointe Parkway
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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

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Will Jones, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

Principal's Message

Bowman High School's core values, developed collaboratively with students, staff, parents, and community members, inspire us: We believe that all students can learn. We believe that every student deserves opportunities to succeed. We believe that honoring diversity strengthens us. We believe that failure is not an option.

Jereann Bowman High School, an educational alternative to a traditional high school setting, offers an environment where students develop academic and critical-thinking skills. Students explore career and postsecondary options, develop positive character and citizenship traits, demonstrate effective communication skills, and expand cultural understanding and awareness.

We are a California Model Continuation High School where teacher collaboration and a focus on critical thinking skills have successfully improved student achievement. In 2015 we graduated 249 students, with a graduation rate of 95%. Reading, writing, critical thinking, academic vocabulary development, and Lesson Study collaboration continue as our curricular focus.

Bowman is fully accredited by the Western Association of Schools and Colleges (WASC) for a six-year, clear term and has been awarded the California Model Continuation High School award for the past 15 years. Educators from throughout the state visit Bowman to learn from our successful and innovative program. We welcome parents and family members to volunteer at school and on the School Site Council.

Bowman challenges and supports students to reach their fullest potential as unique members of an ever-changing society. As members of a smaller learning community, our students forge vital connections with caring adults to improve their academic achievement and to experience success. We believe, and demonstrate, that all students can be successful.

Robin Geissler, PRINCIPAL

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (661) 253-4400 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	133
Grade 12	361
Total Enrollment	494

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.8
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.2
White	28.5
Two or More Races	2.4
Socioeconomically Disadvantaged	51.8
English Learners	26.7
Students with Disabilities	14.4
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Jereann Bowman Continuation High School	13-14	14-15	15-16
With Full Credential	20	20	19
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jereann Bowman Continuation	13-14	14-15	15-16
Teachers of English Learners	1	1	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.4	10.6
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) - Prentice Hall Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	<p>Lifetime Health - Holt Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2015 an additional portable classroom and expanded office Annex building have been approved by the Hart District School Board. Plans for a library/MPR facility are pending, contingent upon funding. Visitors to Bowman are surprised to find that the school facility was built 22 years ago. Thanks to tender care from custodians, groundskeepers, students, and staff, the school retains a pristine and modern look.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/21/15 there are 21 work orders in progress.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/20/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	65	44
Math	3	46	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science			--			75			56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	75
All Student at the School	--
Female	--
White	--
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	182	175	96.2	26	39	27	6
Male	11		117	64.3	32	39	22	5
Female	11		58	31.9	14	40	38	9
Black or African American	11		8	4.4	--	--	--	--
Asian	11		2	1.1	--	--	--	--
Filipino	11		2	1.1	--	--	--	--
Hispanic or Latino	11		103	56.6	25	42	27	5
White	11		55	30.2	27	36	27	9
Two or More Races	11		5	2.7	--	--	--	--
Socioeconomically Disadvantaged	11		90	49.5	26	40	28	6
English Learners	11		45	24.7	47	38	16	0
Students with Disabilities	11		26	14.3	50	42	8	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	182	173	95.1	78	19	2	1
Male	11		115	63.2	77	21	3	0
Female	11		58	31.9	81	16	2	2
Black or African American	11		8	4.4	--	--	--	--
Asian	11		2	1.1	--	--	--	--
Filipino	11		2	1.1	--	--	--	--
Hispanic or Latino	11		102	56.0	82	15	2	1
White	11		54	29.7	69	28	4	0
Two or More Races	11		5	2.7	--	--	--	--
Socioeconomically Disadvantaged	11		89	48.9	80	17	2	1
English Learners	11		45	24.7	91	9	0	0
Students with Disabilities	11		26	14.3	88	12	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We encourage parent and family involvement. We have formed the Action Team for Partnership (ATP) program to foster parent/guardian collaboration and to find creative ways to strengthen this important link. The ATP committee consists of administration, teachers, parents/guardians, students, community members, and other staff. Additionally, we have an active parent English Learners Advisory Council who works to provide information and support to our English Learner families.

The School Site Council (SSC) meets to exchange ideas about school programs, progress, and student achievement. The annual School Plan is approved by the SSC, which always includes parent and student members. In addition, we have an English Language Advisory Committee to help students learning English feel welcome, and Spanish translators are present at all school meetings. A Bowman parent serves on the Hart District’s Parent Advisory Committee.

Community involvement at Bowman includes the ACTION Parent and Teen Support Group, Habitat for Humanity, Santa Clarita Scholarship Association, City of Santa Clarita’s Youth Outreach Program, and College of the Canyons.

Information on how to volunteer at school is available from our administrative assistant, Carrie Covell, at (661) 253-4400. Parents are also encouraged at the intake meeting, to participate in all aspects of their students' educational program. .

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Bowman's school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyberbullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2014, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus.

Each year, at least two Intruder Lock Down drills are organized and implemented for the the safety of our students and staff.

We continue to have a safe and orderly environment at Bowman because everyone is a stakeholder in the process. In addition, Bowman has five security cameras throughout the campus to monitor school safety.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	11.48	8.33	3.11
Expulsions Rate	0.45	0.15	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	12	10	11	42	43	44	7	9	5	1		
Math	11	11	23	24	20	4		2				2
Science	11	9	11	11	12	10		2	1			
SS	13	11	10	36	47	49	13	13	12			

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	.5
Nurse	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	200

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

Professional Development provided for Teachers

Professional Development for the 2015 school year focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom. Finally, an on site Instructional Literacy Coach is assisting teachers in the collaborative, self-reflective practice of Lesson Study.

Finally, 95% of all Bowman staff members participated in the 3 day Capturing Kids' Hearts Training for high performing teams. The training fosters the development of positive and trusting relationships, paving the way for high academic performance and a safe learning environment.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,064	\$2,097	\$9,967	\$73,841
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			58.4	2.0
Percent Difference: School Site/ State			86.4	-1.4

* Cells with ♦ do not require data.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25

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

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Jereann Bowman Continuation High	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jereann Bowman Continuation High	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	398
% of pupils completing a CTE program and earning a high school diploma	23
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Career Technical Education Programs

Bowman currently offers two CTE Pathways. The tables below name the CTE Pathway and the courses offered that make up the pathway (i.e., introductory courses, concentration courses, and capstone courses (capstone courses are offered through Regional Occupational Program (ROP) and College of the Canyons (COC)).

Information Technology Sector Pathway

The sequence of courses is as follows:

Keyboarding

Computer applications A and B

Applied Communications (business communications class)

Home Page Productions (Adobe Photoshop CS3, Dreamweaver Web Design, and Basic HTML)

Microsoft Office Certification (COC)

Desktop Publishing/ROP

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	69.92	88.66	84.6
Black or African American	72.22	78.2	76
American Indian or Alaska Native	50	73.68	78.07
Asian	61.54	96.67	92.62
Filipino	90	96.67	96.49
Hispanic or Latino	66.53	81.38	81.28
Native Hawaiian/Pacific Islander		87.5	83.58
White	76.85	93.65	89.93
Two or More Races	100	96.61	82.8
Socioeconomically Disadvantaged	57.89	65.81	61.28
English Learners	75.27	71.39	50.76
Students with Disabilities	67.69	79.34	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.54
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	1.43

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

DataQuest

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

Internet Access

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