

Jereann Bowman Continuation High School

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

Robin Geissler, Principal

rgeissler@hartdistrict.org

www.bowmanhighschool.org



2015-16 School Accountability Report Card Published During the 2016-17 School Year



William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
(661) 259-0033
www.hartdistrict.org

District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Linda Storli

Joseph Messina

Steven M. Sturgeon

Carson Batholomew, 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 2016 we graduated 275 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 16 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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	109
Grade 12	392
Total Enrollment	502

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0
Asian	1.4
Filipino	0.8
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.4
White	25.7
Two or More Races	3.2
Socioeconomically Disadvantaged	50.6
English Learners	27.3
Students with Disabilities	9.8
Foster Youth	1.4

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	14-15	15-16	16-17
With Full Credential	20	19	20
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jereann Bowman Continuation	14-15	15-16	16-17
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

2015-16 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	89.2	10.8
Districtwide		
All Schools	68.2	31.9
High-Poverty Schools	50.2	49.8
Low-Poverty Schools	85.9	14.1

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 11 - Timeless Voices, Timeless Themes (The American Experience) - Prentice Hall Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra - Hart Interactive Adopted 2016 Geometry - Hart Interactive Adopted 2016 Algebra 2 - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2016 an additional portable classroom and office Annex building was installed. Plans for a library/MPR facility are pending, contingent upon funding. Visitors to Bowman are surprised to find that the school facility was built 23 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 12/19/16 there are currently 8 work requests in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/9/16

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	At time of inspection one electrical cover panel was not secure. A work request was issued and the work has been completed.
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	34	39	62	67	44	48
Math	3	5	43	47	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	123	118	95.9	39.0
Male	11	75	71	94.7	33.8
Female	11	48	47	97.9	46.8
Hispanic or Latino	11	80	79	98.8	32.9
White	11	30	27	90.0	48.1
Socioeconomically Disadvantaged	11	66	65	98.5	27.7
English Learners	11	29	29	100.0	6.9
Students with Disabilities	11	13	12	92.3	8.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	125	119	95.2	5.1
Male	11	76	72	94.7	2.8
Female	11	49	47	95.9	8.5
Hispanic or Latino	11	82	80	97.6	
White	11	30	27	90.0	14.8
Socioeconomically Disadvantaged	11	68	66	97.1	1.5
English Learners	11	29	29	100.0	
Students with Disabilities	11	14	13	92.9	16.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

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. 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 2015, 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	2013-14	2014-15	2015-16
Suspensions Rate	0.2	3.1	4.2
Expulsions Rate	8.3	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.5	1.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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	1
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	10	11	11	43	44	44	9	5	5			
Mathematics	11	23	23	20	4	4	2				2	2
Science	9	11	11	12	10	10	2	1	1			
Social Science	11	10	10	47	49	49	13	12	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.

Professional Development provided for Teachers

Professional Development for the 2016 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 2016-17 school year and beyond. Instructional 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,577	\$46,184
Mid-Range Teacher Salary	\$70,840	\$75,179
Highest Teacher Salary	\$92,178	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$124,243
Average Principal Salary (HS)	\$143,879	\$137,939
Superintendent Salary	\$234,700	\$217,637
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Jereann Bowman Continuation High	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
William S. Hart Union High School	2011-12	2013-14	2014-15
Dropout Rate	1.70	1.10	1.20
Graduation Rate	93.03	95.30	95.00
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.54
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.5

* Where there are student course enrollments.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,746	\$2,049	\$9,697	\$70,029
District	♦	♦	\$6,839	\$75,163
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			41.8	-6.8
Percent Difference: School Site/ State			70.8	-10.0

* Cells with ♦ do not require data.

2015-16 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	65	83	86
Black or African American	69	67	78
American Indian or Alaska Native	100	72	78
Asian	50	94	93
Filipino	100	96	93
Hispanic or Latino	62	70	83
Native Hawaiian/Pacific Islander	100	93	85
White	71	94	91
Two or More Races	38	99	89
Socioeconomically Disadvantaged	65	76	66
English Learners	52	56	54
Students with Disabilities	62	69	78

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

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 and the county. 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.