

Jereann Bowman Continuation High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

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 2011-2012, Bowman's API increased to a record high of 759 points. Our average API score for the past three years is 684 points. In 2014, we graduated 277 students. Reading, writing, critical thinking, academic vocabulary development, and 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 learn!

Robin Geissler, PRINCIPAL



William S. Hart Union High School District

21380 Centre Pointe Parkway
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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 253-4400.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 11	120
Gr. 12	399
Total	519

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.4
Asian	2.5
Filipino	2.1
Hispanic or Latino	60.9
Native Hawaiian/Pacific Islander	0.2
White	27.9
Two or More Races	1.2
Socioeconomically Disadvantaged	50.7
English Learners	22.7
Students with Disabilities	13.9

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	12-13	13-14	14-15
Fully Credentialed	20	20	20
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Jereann Bowman Continuation	12-13	13-14	14-15
Teachers of English Learners	0	1	0
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

2013-14 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	96.36	3.64
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) - Prentice Hall Adopted 2002</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Lifetime Health - Holt Adopted 2004</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2014 an additional portable classroom was added to Bowman's campus. Student and staff restrooms were upgraded, and a new, handicapped accessible gate was installed in the front of the school. Plans for a library/MPR facility are pending, contingent upon funding. Visitors to Bowman are surprised to find that the school facility was built 21 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/11/14

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]	[]	Several flush valves were noted as leaking, one toilet was loose at the base. Work orders have been processed.
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	18	17	10	63	65	65	54	56	55
Math	4	8	4	49	48	47	49	50	50
HSS	25	19	14	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 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	76
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	122	-106	90
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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 assess parent/guardian involvement 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.

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.

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	11-12	12-13	13-14
Suspensions Rate	13.7	11.5	8.3
Expulsions Rate	2.8	0.5	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	425

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	17.5	12	10	19	42	43	14	7	9	0	1	
Math	14.4	11	11	21	24	20	1		2	0		
Science	20	11	9	5	11	12	1		2	0		
SS	21.8	13	11	12	36	47	11	13	13	1		

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,641	\$1,958	\$7,683	\$64,679
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			30.2	-6.8
Percent Difference: School Site/ State			63.8	-10.5

Types of Services Funded at Jereann Bowman Continuation High School

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

Professional Development provided for Teachers at Jereann Bowman Continuation High School

Professional Development for the 13-14 and 14-15 school years 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.

2013-14 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	32	26	42	30	42	29
All Students at the School			0			0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	66.27	91.17	84.56
Black or African American	70.37	81.90	75.90
American Indian or Alaska Native	133.33	83.33	77.82
Asian	42.86	97.95	92.94
Filipino	50.00	94.84	92.20
Hispanic or Latino	63.14	85.55	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	72.27	95.21	90.15
Two or More Races	50.00	94.64	89.03
Socioeconomically Disadvantaged	67.78	91.86	82.58
English Learners	54.79	70.79	53.68
Students with Disabilities	69.01	80.16	60.31

Dropout Rate and Graduation Rate			
Jereann Bowman Continuation High	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 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.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	53.07
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	1.08

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	228
% of pupils completing a CTE program and earning a high school diploma	98.84
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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