

# Bowman High School

## WASC Focus on Learning



## Third Year Progress Report

Spring 2010

# Focus on Learning – Third Year Progress Report

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## General Data

Jereann Bowman High School  
21508 Centre Point Parkway  
Santa Clarita, CA 91350

William S. Hart Union High School District  
21515 Centre Pointe Parkway  
Santa Clarita, CA 91350

Superintendent	Jaime L. Castellanos
Principal	Robin Geissler
Assistant Principal	Donald G. Sanders
School Established	1969
Last WASC Accreditation	2006; 6-year term
Type of School	Continuation High School
Model School	March 2006 through April 2011
Grade Levels Served	10 – 12
CBEDS Enrollment October 2009	526
Enrollment of District Schools	Over 23,000 students
Number of Schools in District	6 Traditional High Schools 6 Junior High Schools 1 Continuation High School 1 Independent Study High School 1 Middle College High School 1 Adult School

# I. Introduction

## ***A. Community Profile***

Bowman High School is the sole continuation high school in the William S. Hart Union High School District located in the Santa Clarita Valley in the northern part of Los Angeles County. The school draws its students from the entire Santa Clarita Valley and has a maximum enrollment of approximately 500 students.

With an eighteen-year-old campus, the facilities at Bowman include three portables, ten classrooms, including a computer lab, a science lab, an art studio, a classroom with a kitchen, and an administration building. Bowman, having completed the Digital High School process, currently has 114 computers on site and all thirteen classrooms have four or more computers with Internet access available to all students. With a ratio of approximately four students for every computer, technology is integrated throughout the core curriculum.

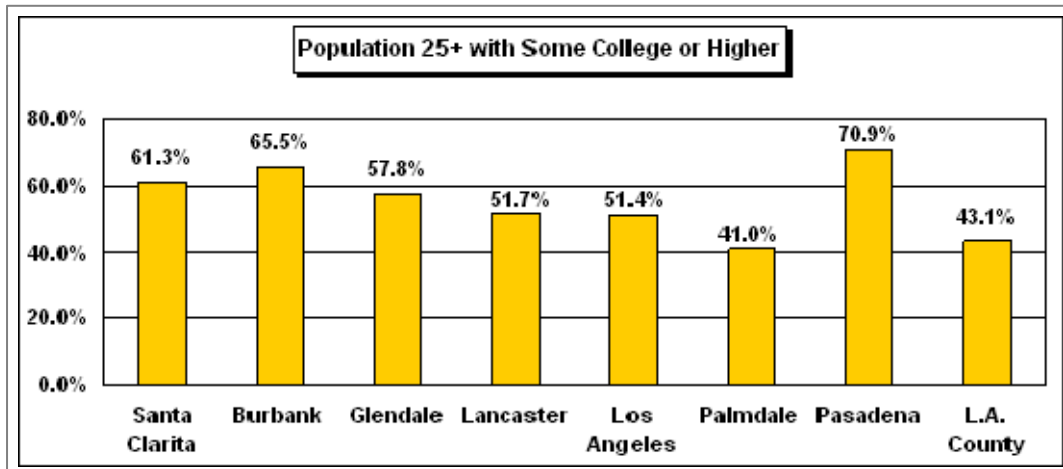
Over 23,000 students are enrolled in the district's six comprehensive high schools, a continuation school, early college and middle college high schools, independent study school, six junior high schools, an adult school and a Regional Occupational Program. Two of the district's schools, Golden Valley High School and Arroyo Seco Junior High, were named California Distinguished Schools in 2007, and Arroyo Seco has received the designation of National Blue Ribbon School of Excellence. Bowman High School has been named a California Model Continuation School. The district also has won the coveted Golden Bell Award for its diversity awareness and anti-bullying programs and for its summer Intensive Literacy Program.

The city of Santa Clarita encompasses the communities of Canyon Country, Newhall, Saugus, and Valencia. The city is very family-friendly with schools that consistently rank in the top ten percent in California. Santa Clarita is the fourth largest city in Los Angeles County with a population of 177,045 in January 2008. Santa Clarita is the 24th largest city in the State of California and one of the 150 biggest cities in the U.S. In Los Angeles County, only Los Angeles with a population of 4.0 million, Long Beach with less than 493,000, and Glendale with slightly over 207,000 were larger than Santa Clarita. Consequently, Santa Clarita plays an important role in the County based on its size.

Other interesting demographics about the community in which the Hart District resides follow:

- Santa Clarita is the fourth largest city in Los Angeles County with a population of 177,158 in January 2007 and the 24th largest city in the State of California. In Los Angeles County, only Los Angeles with a population of 4.0 million, Long Beach with less than 493,000, and Glendale with slightly over 207,000 were larger than Santa Clarita. Consequently, Santa Clarita plays an important role in the County based on its size.
- Santa Clarita's population is well-educated with 61% of adults at least 25 years of age having some college or higher. People in the City are more educated when compared to the Los Angeles County average in which only 43% have attained some college or

higher. This indicates a greater likelihood for professionals and technical employees residing in the City.



Population 25+ with at least some college Source: U.S. Bureau of the Census, 2005 American Community Survey

- Located either in or near the City of Santa Clarita are four well-known colleges whose total enrollment exceeds 54,000 students. In Santa Clarita are College of the Canyons, the fastest growing community college within California, along with California Institute of the Arts and The Master’s College which are both renowned in their areas of specialty. Located near Santa Clarita is California State University, Northridge.

NAME OF COLLEGE	ENROLLMENT
California Institute of the Arts	1,324
The Master's College	1,000
College of the Canyons	16,504
California State University, Northridge	35,446
<b>Total</b>	<b>54,274</b>

- Santa Clarita’s population is relatively young in age. Approximately 29% are between the ages of 25 and 44 and 25% are school age between the ages of 5 and 19.
- In general, the City’s population is not as diverse as the County’s population. Close to 70% of Santa Clarita’s population describes itself as White. However, due to the large influx of immigrants from a variety of countries as well as a large increase in multi-racial families more than 20% of the population describes itself as either “Other” or more than two races.
- More than one-fourth or 27% of Santa Clarita’s population is Hispanic compared to 47% of Los Angeles County and 36% of California’s population.

- Santa Clarita’s Asian population is quite diverse. In fact, 27% of the City’s Asian population is Filipino followed by 24% who are Korean. An additional 16% are Asian Indian and 11% are Chinese.
- Santa Clarita’s current unemployment rate as of December 2009 is 7.4 percent In December 2008, the unemployment rate was 5.8 percent.
- Largest Employers in the Santa Clarita Valley

<b>Company</b>	<b>Type of Business</b>	<b>Number of Employees</b>
Six Flags Magic Mountain	Theme Park	3,689
William S. Hart Union School District	Public High & Junior High School District	2,455
Princess Cruises	Vacation Cruise line Services	2,100
Saugus Union School District	Public Elementary School District	2,010
U.S. Postal Service	US Postal Service	1,790
College of the Canyons	Community College	1,678
Henry Mayo Newhall Memorial Hospital	Healthcare Services	1,212
H. R. Textron	Aerospace Manufacturer	845
Newhall School District	Public Elementary School District	836
The Master's College	Christian Liberal Arts College	755
Specialty Laboratories	Medical Research & Development	725
City of Santa Clarita	Government Agency	695
Arvato Services	Business Services	586
California Institute of the Arts	Private Art School	500
Aerospace Dynamics	Aerospace Structural Components	420
Fanfare Media Works	International Printing & Publishing	407
Advanced Bionics	Medical Device Mfg	375

*Source: First American Title Company’s California Economic Forecast, October 2007*

- Santa Clarita’s local economy is primarily a service based economy with 41% of the businesses in the service sector. An additional 21% of businesses are in retail trade and 10% each are in the finance, insurance, and real estate sector as well as construction.
- The businesses located in Santa Clarita can be categorized as small businesses with 59% employing less than 5 employees. Businesses between 5 and 9 employees account for 19% of all businesses in the City and only 5% employ in excess of 50 employees.

## ***B. Student Profile***

Current demands on education today have created urgency for options to aid students in completing their high school education. Jereann Bowman High School is one such option. Bowman High School was founded in September of 1969, primarily through the efforts of one special person—Jereann Bowman. She took a special interest in high school students who seemed to have problems succeeding in a regular high school. Her father, Judge C.M. McDougall, encouraged her to promote the need for a special school for those students who required a different setting to finish high school.

Because of her efforts, Bowman High School was opened in September 1969 near Canyon High School. In February 1992, Bowman High School moved to its new and present site on Centre Pointe Parkway. The new school was designed by staff and community members to be a model continuation high school campus.

Bowman High School is a well-maintained campus that provides a welcoming environment for student learning. The campus opened in 1992 and is immaculately maintained by the custodial and grounds keeping staff. The campus is graffiti free, and students take an active role in keeping Bowman’s facility clean. Because of the school’s close proximity to the district office and to the maintenance division, Bowman’s campus receives prompt and tender attention.

After 41 years, Bowman has grown to its current population of approximately 438 students (2009 CBEDS) in the day school program, 25 students in independent study and 59 students in the work-study evening program. Although the average enrollment maximizes between 480 - 500 total students, the “open-entry, open-exit” system serves approximately 750 students per year. Enrollment trends show ethnic demographic populations remained consistent over the last six years, with a gradual increase in the average total number of students.

### ***California Basic Education Data System – Trends***

#### **2006-07 Student Enrollment Percentage by Gender, Grade and Ethnicity**

	Female	Male	AmInd	Asian	Pac Isl	Filipino	Hispanic	AfAm	White	Multi Response	Total # Enrolled
Grade 11	31	69	0	2	1	1	48	4	44	0	96
Grade 12	34	66	1	1	0	2	44	6	45	0	416

#### **2007-08 Student Enrollment Percentage by Gender, Grade and Ethnicity**

	Female	Male	AmInd	Asian	Pac Isl	Filipino	Hispanic	AfAm	White	Multi Response	Total# Enrolled
Grade 11	35	65	0	5	0	0	48	6	42	0	65
Grade 12	36	64	1	1	1	4	48	7	35	1	398

#### **2008-09 Student Enrollment Percentage by Gender, Grade and Ethnicity**

	Female	Male	AmInd	Asian	Pac Isl	Filipino	Hispanic	AfAm	White	Multi Response	Total# Enrolled
Grade 11	37	63	0	0	0	2	49	3	45	0	82
Grade 12	33	67	1	2	0	3	53	5	36	1	429

## ***Enrollment***

In order to attend Bowman High School, a student must be in the tenth, eleventh or twelfth grades, and be referred from one of the comprehensive high schools, the independent study high school, the middle college school, or from another alternative school outside of the district.

Generally, the reason for the referral to attend Bowman is because the student is behind in credits, usually because of poor attendance. Less than one percent of students attend Bowman on discipline transfers. These students may be on suspended expulsions, dealing with a variety of other issues, such as drug or alcohol infractions, or due to fighting. The majority of students enter Bowman with the expressed goal of catching up on credits and returning to their home schools to graduate. In reality, less than ten percent actually return to their home schools.

Currently, Bowman has openings to admit more students several times during a semester. Feeder schools maintain waiting lists until new openings occur. Forty nine percent of the students who began in August at the start of the new school year were new to Bowman. Characteristic of the new students, regardless of their start date, is that they are juniors or seniors who are severely credit deficient.

## ***Gender and Ethnicity***

In 1999/2000 Bowman student ethnicity was 65% white, 32% Hispanic, 2% Black and 1% other. In 2006/2007 Bowman's ethnicity shifted to 44% White, 45% Hispanic, 5% Black and 6% other. In 2009-10 Bowman's student ethnicity continued this three-year trend with 38% White, 52% Hispanic, 5% Black and 5% other. This is disproportionate to district percentages. The ratio of males to females varies throughout the year, but males typically comprise 65-70 percent of the student population..

Three Year Trends - Ethnicity

Years	White	Hispanic	Black	Other
1999/2000	65%	32%	2%	1%
2006/2007	44%	45%	5%	6%
2009/2010	38%	52%	5%	5%

## ***Language Proficiency***

Spanish is the main, primary language for Bowman students other than English. One hundred and forty-two students (or 28 percent of the students) learned to speak another language before they learned to speak English. Of these students, sixty-eight (or 13 percent) are currently designated as English Learners, with fifty-one students (or 10 percent) having been re-designated as being Fluent English Proficient (FEP).

Overall, the percentage of English Learners in the district has remained relatively constant over the past few years (8% for 2008-09). This rate is considerably lower than the statewide average (24%). Bowman targets ELL students who need additional instructional support in ELD IV

classes, which use *High Point* and *Project WRITE*, nationally recognized intervention programs for English Learners. Ninety-one percent of Bowman certificated staff are CLAD certificated.

## ***California English Language Development Test (CELDT)***

### **2006-07 CELDT**

<b>Performance Level</b>	<b>Number of students</b>	<b>Percent of students</b>
Advanced	10	14%
Early Advanced	32	45%
Intermediate	20	28%
Early Intermediate	8	11%
Beginning	1	1%

### **2007-08 CELDT**

<b>Performance Level</b>	<b>Number of students</b>	<b>Percent of students</b>
Advanced	13	24%
Early Advanced	23	43%
Intermediate	13	24%
Early Intermediate	4	7%
Beginning	1	1%

### **2008-09 CELDT**

<b>Performance Level</b>	<b>Number of students</b>	<b>Percent of students</b>
Advanced	15	21%
Early Advanced	39	54%
Intermediate	14	19%
Early Intermediate	4	6%
Beginning	0	0%

### **2009-10 CELDT**

<b>Performance Level</b>	<b>Number of Students</b>	<b>Percent of Students</b>
Advanced	25	27%
Early Advanced	45	48%
Intermediate	20	21%
Early Intermediate	4	4%
Beginning	0	0%

## ***Socioeconomic Status***

The average household income for residents of the city of Santa Clarita is over \$76,000, with 4.9 percent of families at or below the poverty level. Currently, at Bowman, 39 percent of the students participate in the National School Lunch Program (NSLP), an increase from 11 percent in 2006. The number of Bowman students receiving free or reduced lunches may not be an accurate reflection of the number of students whose families are experiencing financial difficulties, since not all students who might qualify participate. Since Bowman has a shortened day, many students may not eat while at school, therefore, they do not apply. All students are encouraged to apply and there does not appear to be any stigma felt by those students who do participate in the program.

## ***Completion and Exit Rates***

Bowman grants its own diploma and added a Certificate of Completion of High School in 2005-06 to comply with new state graduation requirements. Bowman offers the same basic core curriculum as the traditional high schools, including UC approved courses, and Bowman students meet the same graduation requirements. Students wishing more extensive course offerings are encouraged to enroll through the special admissions process at College of the Canyons (the local community college), and there are currently thirty Bowman students enrolled.

Analysis of graduation/dropout data (using CBEDS information) shows that the number of graduates has continued to rise, while the dropout rate remains low. This rate is proportional across all student subgroups. In 1995, 58 students graduated; in 2006, 232 students graduated; and in 2009, 305 students graduated. In 2009, Bowman's 305 graduates represented 60% of the total student enrollment. With an open entry/open exit system, Bowman students may graduate at any time throughout the year; however, there is a single graduation ceremony for all of the year's graduates each June.

## ***Graduation Rates***

Currently counselors have expanded Senior Seminar to incorporate juniors in a new program, entitled, "Junior Jumpstart." This program, in conjunction with California State University at Northridge's Educational Opportunity Program (EOP), and College of the Canyon's Intersegmental General Education Transfer Curriculum (I.G.E.T.C.) Program, is aimed at preparing Bowman juniors for admission to a four-year college or university by the end of their senior year. As reported in Bowman's SARC report of 2009-09, forty-four per cent of Bowman's seniors attended community college, in contrast to 22% of continuation school students state-wide. That is double the rate of community college attendance for Bowman students.

**Graduation Rates**

	Gr 9- 12 dropouts	Graduates	Graduation Rates
2008-09	14	305	95.5%
2007-08	16	272	94.4%
2006-07	12	275	95.8%

*Graduation Rates Based on National Center of Educational Statistics*

Adult students wishing to leave Bowman before completing graduation requirements (non-completers) meet with a counselor to discuss issues preventing them from finishing, and are first encouraged to try either Night School (Work/Study) or Independent Study Programs. Students, who leave Bowman without graduating, receive referral information for the California High School Proficiency Exam (CHSPE), GED, Adult School, Occupational Programs and Community Colleges.

## ***Instruction and Credits***

Contributing to student success is Bowman's strategic shift to more direct instruction of state and district standards and away from previous multi-level, independent classroom structures. Bowman uses the same district approved curriculum and textbooks as the traditional high

schools, and all credits earned at Bowman are transferable to any school in the Hart School District. The total amount of credits required for a high school diploma at Bowman is the same as for all schools in the Hart District, 220 credits.

Teachers provide students with a syllabus or course of study. Courses of study explain the teacher's expectations for the course. Outlined on the course of study are the assignments necessary to complete the course, an explanation of how credits are awarded, teacher expectations for the assignments, state standards covered, and Expected School-Wide Learning Results (ESLRs). Each department identifies and implements essential standards. In addition, the English, science, and social studies departments use rubrics to assign the same amount of credit in each class within their department.

All teachers utilize direct instruction of state and district standards in their classrooms. Research-based instructional strategies and "best practices" implemented across the curriculum and in every classroom have resulted in measurable increases in student achievement, as evidenced in recent data. Teachers creatively engage their students and promote active student participation in the classroom by addressing multiple intelligences, including project-based curriculum.

## ***Student Support***

Bowman students who need academic support meet with teachers before school, after school, or on teacher conference periods. Staff works together in identifying and placing students who still need to meet specific course graduation requirements.

At the end of the 2005-06 school year, the California High School Exit Exam intervention program was revised to its current form, CAHSEE Core. This program incorporates intervention classes into the master schedule, and students attend these classes as part of their regular school day.

Student support programs are designed to address issues of intervention, retention, and redirection. Additionally, data is used for a variety of different support measures. These include identifying and placing students who still need to meet specific course graduation requirements, targeting students struggling with attendance issues, and pinpointing students at-risk of dropping out. Additional supports include on-campus programs and groups, such as Associated Student Body, Career Visions, and Transitional Partnership Program.

Substance abuse counselors from the ACTION parent/teen support group meet weekly with students struggling to remain clean and sober. Attendance for group sessions such as ACTION is tracked to ensure that students who require support for substance abuse and other at-risk behaviors are receiving it. This also allows school counselors to work with ACTION counselors in planning additional school support mechanisms as needed. This relationship has resulted in four ACTION scholarships being presented to graduating seniors.

Counseling data is used to support students with the School Based Counseling program provided by the Santa Clarita Valley Child and Family Center. In this specialized program, a therapist meets with identified students once a week to help them cope with outside issues preventing them from achieving academic success. The Hart District provides specialized services for homeless students, including bus passes, backpacks filled with school supplies, and daily free

lunches. Bowman believes that personal and social support is an important educational component which enables students to be successful academically.

## ***Attendance***

Bowman uses the district's student information system, SASIxp, to maintain student records of attendance, credits, progress towards graduation, discipline, and counseling. A new web based program, Infinite Campus, is scheduled to be implemented in Fall of 2010 and should offer students, parents and staff access to a variety of information not supported by SASI.

Attendance is an area that receives a great deal of attention at Bowman. Ninety percent of the students enrolled in the last three years have been behind in credits primarily because of poor attendance or non-attendance in their traditional high schools. If students have poor attendance on the morning shift, they are moved to the afternoon session. Students may earn their way back to the morning session through perfect attendance and credit completion. Fifth year students who are experiencing poor attendance meet with an administrator and a counselor, and may be moved to the Night School Work/Study Program or in extreme cases, transitioned to the Adult School Program.

Strategies to improve attendance are continuously revised and implemented. Expansion of attendance accountability has resulted in a two percent improvement measure on ASAM. Attendance is taken on the computer each period by teachers, and the attendance secretary runs a daily report for administration and counselors, which is used as a basis for multiple intervention measures to improve attendance.

The institution of a comprehensive, global phone information system (Connect Ed) to inform parents of student absences, increased administrative contact with parents and/or involvement of the school deputy and implementation of truancy procedures for multiple, unverified absences or trancies, and improved counselor involvement as a parent resource to address underlying issues are several of the enhancements supporting student success in attendance.

A part-time School Resource Deputy and the School Attendance and Review Board (SARB) compose the enforcement arm of school attendance policies. With these measures in place, attendance rates (by ASAM indicators) have continued to rise over the past three years to the current (2008-09) level of 88 percent.

## ***C. Staff Profile***

Bowman staff is composed of 82% white-not Hispanic, 5% Black, 7% Hispanic and 5% other. Males make up 40% of the staff, classified and certificated, which is important to note due to Bowman's large proportion of male student enrollment, approximately 75% of Bowman's student body. In the past two years, we have added three new campus supervisors, two of whom are Hispanic males.

The excellent rapport of all Bowman campus supervisors with students is exceptional and contributes greatly to a calm and respectful environment at Bowman. Additionally, two bilingual instructional assistants working at Bowman pursued their teacher certification, and are currently employed as special education teachers at our school. Also on staff, is a former Bowman 1995

graduate, currently teaching English. These examples of role models culled from Bowman's ranks contribute to the positive and supportive atmosphere of academic achievement, reinforcing that this school promotes excellence and commitment from students and staff members.

Ninety-six percent of certificated staff members are fully credentialed, with one special education teacher completing his math credential this year. Ninety-one percent of all certificated staff have their CLAD or equivalent.

### CBEDS 2006 Staff Information by Gender, Ethnicity, Position

	Female	Male	AmInd	Filipino	Hispanic	AfAm	White	Total#
Paraprof Fulltime	0	0	0	0	0	0	0	0
Paraprof PartTime	6	0	0	0	2	0	4	6
Office/Cler Fulltime	3	0	1	0	0	0	2	3
Other Class Fulltime	1	2	0	1	0	1	1	3
Other Class Parttime	0	1	0	0	0	0	1	1
Certificated	12	12	0	0	1	1	22	24

### CBEDS 2007 Staff Information by Gender, Ethnicity, Position

	Female	Male	AmInd	Filipino	Hispanic	AfAm	White	Total#
Paraprof Fulltime	1	0	0	0	0	0	1	1
Paraprof PartTime	5	0	0	0	2	0	3	5
Office/Cler Fulltime	2	0	1	0	0	0	1	2
Other Class Fulltime	0	2	0	1	0	1	0	2
Other Class Parttime	2	1	0	0	1	0	2	3
Certificated	14	11	0	0	1	3	21	25

### CBEDS 2008 Staff Information by Gender, Ethnicity, Position

	Female	Male	AmInd	Filipino	Hispanic	AfAm	White	Total#
Paraprof Fulltime	1	0	0	0	0	0	1	1
Paraprof PartTime	5	0	0	0	2	0	3	5
Office/Cler Fulltime	3	0	1	0	0	0	2	3
Other Class Fulltime	0	2	0	1	1	0	0	2
Other Class Parttime	2	1	0	0	1	0	2	3
Certificated	16	9	0	0	2	2	21	25

Note: 2009-10 CBEDS Data unavailable due to technological issues with CALPADS.

In a recent California School Climate Survey:

- **One-hundred percent of all staff strongly agrees** that this school ...
  - Treats every student with respect.
  - Supports and treats each other with respect
  - Has clean and well-maintained facilities and property.
- **Ninety-two percent of all staff strongly agrees** that this school ...
  - Is a supportive and inviting place for students to learn.
  - Fosters an appreciation of student diversity and respect for each other.
  - Is a safe place for students.
  - Has many adults who really care for students.
  - Feels a responsibility to improve the school.

Further data of interest includes:

- 93% Strongly agree or agree that this school sets high standards for academic success for all students.
- 100% Strongly agree or agree that this school promotes academic success for all students.
- 100% Strongly agree or agree that this school promotes trust and collegiality among staff.
- 92% Strongly agree or agree that this school is a supportive and inviting place for staff to work.
- 93% Strongly agree or agree that this school is a safe place for staff.
- 100% Strongly agree that this school emphasizes helping students with their social, emotional, and behavioral problems.

## ***D. Student Achievement Data***

Over the past three years, Bowman continued to achieve in the mid-600's for API, which according to our current SARC report, outperforms most continuation schools in the state. The API is the basis of California's school accountability system. Schools are given a numeric index from 200 – 1000, based largely on the performance of students on last spring's Standardized Testing and Reporting (STAR) program.

Bowman's API score decreased by 23 points this year due to statistical variations. However, as noted in Bowman's 2008-09 (see appendix) SARC report, Bowman's current API score is 125 points above the average continuation high school's score of 544. It is not unusual to have point fluctuations of 25 to 30 points due to statistical variances.

For the first time ever, Bowman did not make AYP. Participation rate in math for the Hispanic subgroup missed the target by one student. This student came to Bowman late in the year and did not qualify to take an end of course math test due to significant learning deficiencies not addressed at his previous school. Other areas of concern involved student performance at the proficient or above level in math and English. Student achievement statistics continue to fluctuate from year to year. Because of the small number of long term students, achievement spikes or deficits for individual students can significantly impact the total API score. It remains a challenge to take credit deficient, at-risk students and move them to the proficient or above level in English and math. Although Bowman did not meet AYP in the subgroup as noted, API level for AYP purposes was met and Bowman is not designated as a Program Improvement School.

### ***Academic Performance Index – Additional Indicator for AYP***

	2008-09	2007-08	2006-07
# Students Included in Growth	67	56	79
Growth	669	692	625
Base	692	625	690

Bowman students are assessed on three levels: classroom, school-wide, and statewide. Math and English teachers assess students' proficiency levels. Teachers use multiple measures of student ability (pre and post testing in reading and math, CST band levels, CAHSEE scores, IEP, and CELDT testing results) to help plan for individual student success.

Teachers use informal assessments via classroom participation and assignment completion to identify and adjust students' courses of study to better reflect individual proficiencies and areas of weaknesses. Specialized assessments for resource and special day class students are discussed and analyzed by teachers to make modifications and accommodations as required by IEPs.

Results from CAHSEE and CST's are examined at the yearly staff development day in August, but as with most alternative schools, it proves difficult to derive meaningful information from some of these results. Most students transferred to Bowman are seniors, and therefore do not participate in STAR testing. Another factor influencing the testing data is the limited number of long-term students who take the tests. **Fifty-eight percent of the juniors who participated in the 2009 STAR testing at Bowman were not enrolled in Bowman for CBEDS.** The students who are tested in April are primarily newly enrolled juniors who become non-testing seniors the next year. For these reasons, tracking consistent school wide growth is difficult. Instead, the results are used to examine individual student growth, identify general areas of improvement, adjust curriculum and instruction, and to revisit testing strategies to improve students' levels of performance.

Science and mathematics CST data reflects the nature of the end of course completion. Many students have completed these courses before enrolling at Bowman, or complete them during their senior year, and therefore are not eligible to be tested resulting in limited numbers of students taking the tests. During the last two years, Bowman has worked diligently to increase the number of students completing academic core work during the expected chronological year assigned by the district, thereby increasing the number of eleventh grade students testing on end of course CSTs in April.

## *California Standards Test (CST) Results*

### **California Standards Test Results - Long Term Students 2009**

Performance level %	English	Math	Science	US History	World History
Advanced	2	0	1	2	0
Proficient	4	1	18	18	5
Basic	27	12	28	22	21
Below Basic	28	50	25	16	18
Far Below Basic	37	36	28	40	55
Total # Students	67	66	61	67	38

### **California Standards Test Results - Long Term Students 2008**

Performance level %	English	Math	Science	US History	World History
Advanced	2	0	0	2	0
Proficient	8	2	9	15	26
Basic	27	19	31	30	26
Below Basic	33	51	22	23	13
Far Below Basic	29	27	37	29	33
Total # Students	48	47	35	47	15

### **California Standards Test Results - Long Term Students 2007**

Performance level %	English	Math	Science	US History	World History
Advanced	3	0	0	1	0
Proficient	1	4	8	11	0
Basic	29	17	37	30	0
Below Basic	26	62	12	34	0
Far Below Basic	43	17	43	24	0
Total # Students	76	52	24	76	0

## *California High School Exit (CAHSEE) Exam*

Bowman enrolls students who are sixteen years or older. However, because of the continued overcrowding in the Hart District, the traditional sending schools have prioritized their referrals, sending seniors first, then juniors. This has resulted in no tenth graders enrolling at Bowman for the last 3 years.

For the November 2005 CAHSEE, 168 students needed to pass the English portion, and 193 students needed to pass the mathematics section. For the March 2006 test, 99 students needed to pass the English, and 126 students needed to pass the math, which included 40 students who entered Bowman after the November CAHSEE administration, and two 10th grade students who took the test for the first time.

For November 2006, Bowman had 187 students (38 percent) on campus who had not passed one or both parts of the CAHSEE. Thirty-two percent of students attending Bowman needed to pass the math section, and 28 percent needed to pass English. As a result of these numbers, CAHSEE intervention increased in focus, scope, and significance.

In contrast, for November 2009, only 143 students (28 percent) had not passed one or both sections of the CAHSEE. Twenty-one percent of the students still needed to pass the English, and twenty-one percent needed to pass the Math section. With an English passage rate of 48 percent and math passage rate of 65 percent, Bowman has only 43 students who need to take the English section in March and 25 students who need to take the Math section.

## ***CAHSEE Testing Results***

### **CAHSEE Testing Results English Passage Rate**

Passing rates shown in %									
Student Group	Nov-06	Mar-07	May-07	Nov-07	Mar-08	May-08	Nov-08	Mar-09	Nov-09
All Students	37	33	14	47	35	56	57	45	48
Hispanic	32	26	0	41	29	50	48	36	45
White	50	47	NA	73	46	NA	74	69	53
Eng Only	45	50	29	60	41	NA	61	52	50
ELL	23	15	0	30	27	NA	31	37	28
Non Socio Disadv	44	48	21	55	40	NA	59	57	55
Socio Disadv	24	22	11	37	27	NA	53	36	44

### **CAHSEE Testing Results Math Passage Rate**

Passing rates shown in %									
Student Group	Nov-06	Mar-07	May-07	Nov-07	Mar-08	May-08	Nov-08	Mar-09	Nov-09
All Students	39	26	15	42	38	18	48	59	65
Hispanic	40	18	25	30	42	23	44	55	65
White	47	41	15	66	50	NA	64	68	66
Eng Only	44	33	11	48	33	21	44	57	62
ELL	23	9	NA	32	36	NA	47	71	57
Non Socio Disadv	45	41	12	51	42	NA	45	56	76
Socio Disadv	31	3	16	29	30	17	51	68	58

### **CAHSEE Passage Rates**

Passing rates shown in %									
CAHSEE section	Nov-06	Mar-07	May-07	Nov-07	Mar-08	May-08	Nov-08	Mar-09	Nov-09
English	37	33	14	47	35	56	57	59	48
Math	39	26	15	42	38	18	48	59	65

Bowman has participated in the Alternative School Assessment Model (ASAM) for seven years. Attendance and credit completion were selected for the first two indicators. Discipline/suspension rates were selected in 2003 for the third indicator. Analysis of the ASAM data indicates that the number of total students evaluated maintained a consistent level due to the increased longevity of students enrolling. Continued large graduating classes, have translated to a large number of new students at the beginning of the school year. Consequently, Bowman begins every year at capacity with a waiting list at the other schools. In 2009, Bowman graduated the largest number of students in its history – 305—which opened up over one half of the school for incoming students.

### ***Alternative School Assessment Model Indicators***

<b>Year</b>	<b>#Long Students</b>	<b>Term</b>	<b>Suspension Rate</b>	<b>Attendance Rate</b>	<b>Credit Comp</b>
2008-09	392		16	88	100
2007-08	367		14.2	85	100
2006-07	391		13.6	86.6	100

## ***E. Analytical Summary of Student Achievement Data***

### **California English Language Development Test**

The implementation of changes in instruction, curriculum, and school wide focus on literacy strategies continues to show positive results as the percent of students meeting state proficiency standards has increased from 59 percent of students scoring Advanced or Early Advanced in 2006 on the CELDT to 2009's 75 percent. Identified English Learners are placed in English Language Development (ELD) classes to receive targeted language instruction which has resulted in continued growth on all testing measures. This data is primarily useful to track the success of these instructional support mechanisms for junior students who have become Bowman seniors as students are assessed yearly in the fall.

### **California Standards Test**

CST data continues to remain problematic and difficult to interpret. With the low number of long term juniors being assessed, scores fluctuate due to the individual performances of specific students. Since most juniors enter Bowman during the second semester, the April CST test scores are more reflective of instruction they received from their sending school than from Bowman. Longitudinally tracking CST data is not useful since the students being assessed are not the same students from year to year.

As seen in the CST tables on Page 16, achievement in English, math, science and history remains relatively unchanged with similar percentages of students scoring at the same performance levels. What has increased though is the number of students completing coursework and participating in the End of Course assessments in math and science. This has resulted in a larger number of juniors who complete their algebra, math and science graduation requirements before the end of their junior year. One result of this surge is an increase in the number of returning students who enroll in advanced math and science classes either at Bowman or concurrently at College of the Canyons in the fall.

## **California High School Exit Exam**

A more accurate measure of Bowman student achievement is the CAHSEE passage rate. Upon enrollment in Bowman, every student who has not passed the English and/or math section of the CAHSEE is scheduled into a CAHSEE core English/math class. During the two months before the test, the core students receive 45 minutes a day in each class designed to address the standards covered on the tests. Students taking both parts of the test had two CAHSEE core classes, and attend these classes as part of their regular school day. Core classes may replace electives for some students who have not passed the exit exam. Incorporating the classes into the regular day has ensured attendance in a more consistent instructional setting for students to acquire the necessary knowledge and skills needed to meet this graduation requirement.

As a result of this support program and a school wide focus on literacy and mathematics, the passage rate for the November 2009 administration rose to 48 percent on the English from 37 percent in November 2007 and to 65 percent on the Math from 39 percent in November 2007. Another side effect of this increase in passage rate is a large decrease in the number of students who need to take the CAHSEE in the spring.

## **Algebra Requirement**

After examining several years of data, the difficulty students were having in completing the Algebra requirement became a focus for improvement. Graduating seniors are required to complete Algebra I and many were still struggling to complete the core strands of the subject. During previous years, it was difficult to analyze CST data because so few of Bowman's junior testing population were actually at the point where they would qualify to take the Algebra CST by April.

Realizing that Bowman students needed more direct instruction and core support, the math department, Professional Development Team, and Math Competency Focus Group met to develop a plan for the successful completion of this graduation requirement and to increase the number of students advancing in math skills. This year, instead of 10 week blocks, students enroll in semester long Algebra A/B and Algebra C/Algebra II Prep class blocks. This additional time has allowed teachers to remediate individual student gaps in knowledge. This schedule provides students with the additional time and instruction needed to master the challenging material while still allowing them to accelerate and recover credits. Another change occurred in the sequencing of the math courses with students completing Algebra I and matriculating into Algebra II instead of Geometry. Students have demonstrated increased understanding of advanced Algebra concepts by continuing with their Algebra study instead of interrupting that study with Geometry. A new program, Math Wednesdays, was also adopted this year. Across the curriculum, teachers use warm-ups provided by the math department to improve student math skills.

The two major academic areas of concern continue to be literacy and numeracy (mathematics competency). Students' abilities to pass CAHSEE and meet the state's Algebra requirement are directly aligned with achievement in these two areas, and they persist as ongoing challenges for Bowman staff and students. Discussion of other ways to address these needs occur throughout the year informally and formally during faculty meetings, staff development days, Site Council meetings, and with students during student government and homeroom.

## II. Significant Developments and Ongoing Improvement

### ***Organization: Vision and Purpose***

Bowman High School emphasizes strong academics and individual student responsibility for learning. This school provides a structured educational learning environment by offering varied instructional approaches. Some of the strategies employed include: academic vocabulary, word walls, thinking maps, clarifying questions, Marzano's top nine-research-based instructional strategies, rubrics across the curriculum, Project Write and High Point for ELD classes. Bowman has a school-wide focus on literacy (Literacy Tuesday) and numeracy (Math Wednesday), employing strategies in support of reading, writing, discussion, and numeracy across the curriculum.

Bowman High School develops its own School Plan, Mission Statement, ESLRs, and Core Values. This process allows for reexamination of the school's purpose and identification of important focal areas for the future. The governing board annually assesses the single school-wide plan. After board review, the District Superintendent and other district personnel ensure the school-wide plan is aligned with district policy. School-wide plans will be generated generically from the district office this year, due to budget constraints.

Departments meet to evaluate data and make instructional recommendations. In the past, structured teacher planning time has been a valuable tool in addressing the needs of students as a department. Although structured teacher planning time is no longer available due to budget constraints, departments will continue to focus on ways to better meet the needs of all students through their monthly meetings.. The Leadership Team meets bimonthly to discuss school-wide progress and necessary student improvement and needs. Every year the Leadership Team reads and discusses a "best practices" book based on research. This year's book is Susan M. Brookhart's Exploring Formative Assessment. In addition, the entire staff meets monthly to discuss strategies that also support student improvement and needs. This year Bowman faculty is reading and discussing The Collaborative Teacher: Working Together as a Professional Learning Community, by Richard and Rebecca Du Four.

Bowman staff leads the district in professional development participation. Until the current budget crisis limited professional development training district-wide in 2009, Bowman staff members returned from professional development with information that was shared with other staff members to improve student success. Bowman has four district trained professional development teachers on staff, including a Site Professional Development Training Coach, who receives a stipend for coordination Bowman's staff development training following a "training of trainers" model. These teacher leaders provide site-specific professional development and coordinate with administration in planning staff development. Due to budget cutbacks funds are no longer available for some collaborative opportunities; however, Bowman staff continues to address and implement strategies that will better meet the learning needs of all students.

A combination of funding resources serves to provide a model physical infrastructure and facility. Bowman receives all regular funds based on student population, with adjustment to the

budget made throughout the year as needed. So far Bowman has received funding from the same sources as the comprehensive high school in the Hart District including: Principal's Formula Account, district technology funds, general fund, library, textbook, economic impact aid, School Safety, block grants, and intervention.

Some funding sources have been eliminated due to budget cuts. For example, district-wide, school sites have lost 10% of their PFA funding due to budget cuts. Textbook adoption has been delayed for next year, and technology funding has been reduced. Most classrooms have at least five computers to enhance student learning. Currently, the school is well equipped with classroom computers, white boards, overhead and LCD projectors, presentation monitors, televisions, and satellite access in the social studies classrooms. However, concerns exist in terms of the future funding to replace aging computers and for upgrading technology.

### ***Standards-Based Student Learning: Curriculum***

Curriculum is aligned with district and state standards, as well as with curriculum frameworks. State standards and school ESLRs are posted in classrooms, and links to standards are referenced on the Bowman website for each subject area. At the beginning of every school year, all departments and teachers are required to submit courses of study aligned to state standards to the principal for review. Departments coordinate the essential standards to be incorporated into each teacher's course of study, and students receive a copy of the course syllabus for each class.

Teachers review, discuss, and collaborate on curricular issues and instructional practices on a regular basis in monthly department meetings, and informally through discussions with one another. In addition, each department has developed SMART goals which help to further focus the staff on student achievement. Issues of alignment and curricular delivery are also discussed in Leadership Team meetings, WASC focus and home group meetings, and with the teachers as a whole during monthly faculty meetings. Bowman's WASC Action Plan reflects this process as well. The standards, ESLRs, and examination of data from CAHSEE, CELDT, CST, and benchmark testing, as well as credit completion rates and attendance records, drive Bowman's instructional practices. The faculty analyzes data to evaluate the effectiveness of programs, ensuring there is congruence between the actual concepts and skills taught the academic standards, and the expected school wide learning results. Necessary changes or realignment of curriculum occur as a result of this analysis and discussion of data.

Programs initiated as a result of a program of continuous and on-going self-evaluation include the ACTION Program for substance abuse prevention; a school wide focus on literacy, using strategies such as 6 + 1 Traits of Writing, departmental rubrics to ensure mastery of standards and curricular alignment, a school wide focus on numeracy by incorporating math warm-ups into all classes every period each Wednesday; Back to School Night and Open House Festivals; CAHSEE Intervention courses in math and English; after school, before school, and Saturday school Intervention classes in English and Math; "No Mark" breaks for mandatory tutoring of students who are not making adequate progress in their math and social studies classes; and the continual reconfiguring of Algebra courses to help students meet both standards and the state requirement for graduation.

Interdisciplinary collaboration is valued at Bowman. For example, during a unit on World War II in history, students researched and created posters from that era in art. In addition, due to training through Professional Learning Communities provided by the District, Bowman has an

on-site professional development team providing on-site staff development that further promotes cross curriculum collaboration and strengthens the school's focus on literacy and numeracy. In fact, the faculty, as a whole, reads the latest books on educational research and sound instructional practices. The district emphasizes standards based instruction; data driven instructional practices, and through on site professional development teams, provides staff development based on current research and "best practices."

The special education department works with the faculty to help differentiate instruction and to offer accommodations and curricular support, including an alternate but comparable course of study, as needed for individual Resource and Special Day Class (SDC) students. SDC students take SC Algebra and SC History to meet their individual learning needs. The department incorporates study skills, journal writing, direct instruction, small groups, technology, research activities, goal setting activities, career speakers, and field trips as part of their program.

Counselors coordinate concurrent enrollment at the local community college to provide students with more course opportunities and career-related certificate programs, in addition to meeting A-G requirements. Teacher representatives attend an articulation meeting each year with the local community college, and a community college counselor visits to assist students in college planning. In addition, students are encouraged to attend the community College Day event held at College of the Canyons.

Bowman has addressed the issue of incorporating music into the curriculum by offering a course in music, taught by teacher Mike Coombe, on the master schedule. The class includes both guitar instruction and music appreciation. In addition, two of our other instructors, Geoff Chouinard and Kevin Klinger integrate music thematically within their respective courses as a key part of their instructional delivery. Also, EL teachers have been given iPODS and speakers in order to facilitate the use of music as an instructional tool for English Language Learners. Outside of class time, music is played during brunch every Friday. On several occasions, music students have performed for the school in the quad. These performances have included solos and duos. An entire rock band, *Schwayze*, and reggae band, Kounterfeit, performed live. Music is also played other times during brunch themed to major historical events. Music is incorporated during the Back to School Night and Open House festivals as well. Examples include drum circles in the quad, having a former student who now works at a radio station DJ at Open House, and having members of the guitar class perform at Back to School Night.

Parents and guardians are apprised of a student's learning plan initially through an in-depth orientation intake process. The parents/guardians are informed of their students' progress through eight report cards, and conferences with counselors, teachers and administrators. Bowman also has an Action Team Partnership (ATP) committee which consists of administrators, teachers, parents/guardians, students, community members, and other school staff. The sole mission of Bowman's ATP is to assess parent/guardian involvement practices and participation, and find creative ways to improve upon this important link.

The 2009-10 school year marks Bowman High School's partnership as the first continuation school in the state chosen to pilot the *Roadtrip Nation Experience*, an innovative educational program. This exciting opportunity is in partnership with the College of the Canyons, in the form of a grant for video cameras, editing software, and staff development training, providing our "of promise" students the tools to explore career opportunities through an interactive curriculum.

*The Roadtrip Nation Experience* is a curriculum developed to help students identify their unique interests, make connections in their own communities, break out of their comfort zones, develop 21st century skill sets, and connect their education with all the possibilities of their future. With a combination of interactive online content, lesson videos, and an experiential workbook that promotes introspection and real world skills, students are guided through unprecedented exposure to pathways that are relevant to their individual hopes and dreams. Lesson titles include: “Don’t Fall Asleep at the Wheel,” “Get Out and Explore,” and “Work Versus Your Life Work.” RoadtripNation.org is a non-profit organization that seeks to empower students with the themes of *Roadtrip Nation* and inspire them to define their own road in life.

Bowman curriculum offers students numerous opportunities to experience real-world applications. Examples of this include registering to vote and poll working in government class, stock process analysis in Economics, web page design and Microsoft Office skills in computer classes, technical reading and writing in Applied Communications, investigation of key concepts using healthy diet as an umbrella topic in science classes, and development of plant experiments and observation of plant growth in science classes. These real world applications are designed to promote and encourage critical thinking skills so that students develop and support their own ideas and opinions.

To better meet student needs and to fulfill the state Algebra graduation requirement, the Algebra 1 program is taught in specific blocks of time with focused, direct instruction. To further support student needs, math teachers arrange individual tutorials so that struggling students can get additional help. Academic support programs include CAHSEE core classes, the intervention opportunities mentioned in the previous paragraph, and test preparation strategies immediately preceding CAHSEE tests.

This year staff decided to try and improve math scores by developing an across-the-curriculum math strategy, similar to that developed to improve literacy through Literacy Tuesdays. “Math Wednesdays” was developed. Each week, the math department formulates and distributes math problems to all teachers who then introduce the math warm-up to each class on Wednesday. Student data will continue to be reviewed in light of the Math Wednesdays’ program to ensure student improvement. Bowman has also implemented morning and afternoon math intervention classes as well as Saturday “Skill Building Intensives.” The “Skill Building Intensives” focus on “Critical Thinking Math.”

Elective offerings to accommodate student interests include Music, Art, ASB, Life Management, Psychology, Creative Writing, Reading, Children’s Literature, Speech, Yearbook, Web Page Design, Computer Applications A and B, Introduction to Computers, Graphic Arts, Digital Photography, Physics, Environmental Studies, and Contemporary American Problems. An exciting addition this spring is our Roadtrip Nation home room, where school-wide students will work on career related exploration, culminating in filmed student interviews of successful people.

### ***Standards-Based Student Learning: Instruction***

Rubrics are essential to assessment and self-monitoring. Rubrics help students to understand what is expected of them, enabling teachers to assess student progress. The staff at Bowman High School continues to design and implement rubrics across the curriculum. Currently, every teacher is expected to use rubrics within their lessons. On the Bowman High website, teachers

can access RubiStar, an online rubric-making program. RubiStar is user-friendly and assists teachers in creating rubrics for any activity.

The English department utilizes the 6 +1 Traits of Writing<sup>®</sup> program which consists of variety of writing rubrics. The program has rubrics for writing strategies such as “voice” and “conventions.” These rubrics help guide the students through the writing process. Student can identify their areas of strength and weakness. Furthermore, the 6 +1 Traits of Writing<sup>®</sup> rubrics help teachers to evaluate student achievement. Teachers can see at a glance which students have grasped the concepts and which students need additional help.

The English Language Development department also uses rubrics from the WRITE (Writing Reform Institute for Teaching Excellence) program to improve the academic success of Bowman’s ELD students. The rubrics help the students to monitor their progress, and improve their reading and writing skills.

The Bowman staff offers Intervention classes before and after school to help those who need additional assistance. Intervention classes are also offered on Saturdays and are taught by Bowman teachers. This program has been quite successful with approximately 20 students attending per class. Also, Bowman has implemented “No Mark Break” to assist the students who are falling behind. When students do not complete assignments in a timely fashion, students are sent to “No Mark Break” where they receive one-on-one intervention until they make academic progress. “No Mark Break” has helped teachers to identify which students are academically struggling and which students have intentionally chosen *not* to do work.

In addition, other academic departments of Bowman High are also designing and implementing rubrics within the curriculum. For example, the history teachers use rubrics for assessing projects such as time lines, map-making, and political posters. All academic departments are currently working together to create “department rubrics” that every teacher in that department will use uniformly. The staff hopes that this will further enhance the continuity of the department and improve student achievement. Some teachers have even implemented rubrics that evaluate student participation. Overall, rubrics are being utilized in every classroom, in every curricular area on a regular basis.

Bowman’s staff continues to work collaboratively to improve the number of library resources. Reduction in funding due to the current budget crisis has prevented the district from building an official library at Bowman, but many classrooms have subject-specific libraries. Every English classroom has a substantial library with a wide range of books from nonfiction to science fiction. Likewise, many of the history classrooms have biographies of historical figures and major historical events.

Every classroom at Bowman High School has access to academic resources. In addition to dictionaries, thesauruses, and atlases, students are able to log onto the Bowman website and access academic databases such as InfoTrac<sup>®</sup>. Currently, the students are learning how to use these databases in their computer class with teacher Sandy Geyer. The computer classroom has 20 computers. In addition, the student may access the databases from any computer. Thus, the students may access the databases from the convenience of their own home via the Internet.

Multi-media resources are widely used by Bowman teachers. Many teachers use LCD projectors to broadcast PowerPoint presentations and the Internet. In addition, Mary Gaskin, Bowman’s art teacher, utilizes an Elmo projector to demonstrate 3-dimensional art lessons. Finally, every

classroom is equipped with a television, an LCD projector, video equipment such as VCR and DVD players, and at least five student-use computers with Internet and printer access.

Every academic department at Bowman High School has monthly department meetings where the teachers work collaboratively to maximize instructional minutes by sharing successful instructional strategies. Solutions to promote student achievement are brainstormed and refined during these strategy sessions. Each department has created SMART goals to improve student academic achievement.

Also, Bowman's High School conducts monthly staff meetings. During these meetings, the staff participates in professional development presentations. The professional development goal of the 2009-2010 school year is formative assessment, and rubrics are being incorporated into this goal. Current educational research and thinking is shared, discussed, and implemented. Teachers have aligned curriculum with state standards and are trained in standards based instruction. All instructional practices are research based and reflect "best practices." Discussions at faculty meetings always include educational research and time for reflection. Every year the staff reads and discusses a "best practices" book based on research. This year's book is Rick DuFour's The Collaborative Teacher. Past selections have included Alan Blankstein's Failure is Not an Option, Rick DuFour's Whatever It Takes: What Professional Learning Communities Do When Kids Don't Learn, Robert Marzano's Classroom Instruction that Works, Tony Wagner's, Making the Grade; Department Chairs are reading Changing the Way You Teach, Improving the Way Students Learn, by Giselle Martin-Kniep. The Leadership Team is reading Exploring Formative Assessment by Susan M. Brookhart. . Another book of interest to staff is Catching Up or Leading the Way by Dr. Yong Zhao.

### ***Standards-Based Student Learning: Assessment and Accountability***

Bowman staff uses a variety of formal and informal assessments to analyze its programs and to collect data. Methods of reporting of student performance data include, but are not limited to, phone calls home, communications mailed home, electronic and print media, and meetings with shareholders of the community. Assessment processes for collecting, disaggregating, and analyzing student performance data are accomplished in the following ways: Credit checks are distributed to students each grading period (eight times a year); report cards are mailed to students' homes; additional assessments, as required, are completed and results reported to parents CELDT testing, CST, CAHSEE, and Academic and social/psychological throughout the school year. Student data is collected using IDMS and SASI, which are both electronic data-based systems. This data is analyzed by staff and presented to parents/guardians and other shareholders at Site Council meetings, district Title I and English Learner meetings, WASC Focus Group meetings, and school board presentations.

To attain the goal of improving student achievement in English Language Arts and Reading for all students, staff concluded that it needed to come up with another means of collecting data. English Learner teachers developed a pilot program where pre- and post-writing samples are collected. The EL classroom was chosen for the pilot program because EL students are in the same class for the entire school year. Finally, pre-writing samples will be compared with the post-writing samples to measure the growth for EL Bowman students. The program's level of success will determine if it is incorporated into other classes.

In the past, teachers administered district-wide benchmark assessments in Algebra, in ninth and tenth grade English, and in ELD classes. Due to budget constraints, benchmark testing was suspended for this school year.

Bowman has redirected the focus of academic programs to address identified students needs based on assessment data. Continuous school improvement is supported through a strategic focus on identified student needs, and is consistent in every aspect of school planning. This includes WASC Action Plan implementation, School Plan, Action Team partnership, and Strategic Plan. In addition, all professional development activities are guided by school wide assessment results. In this way, resources are leveraged to ensure maximum student achievement of academic standards and expected school wide learning results.

### ***School Culture and Support for Student Personal and Academic Growth***

Bowman High School's Action Team Partnership (ATP) has continued to meet and work on increasing parent/guardian and community involvement on campus. Bowman staff recognizes that parent involvement is a critical component of student success. Bowman's ATP committee consists of administrators, teachers, parents, students, community members, and other school staff. The sole mission of Bowman's ATP is to assess parent involvement practices and participation, to find creative ways to improve and to implement these strategies for involvement.

Parents/guardians also have an opportunity to be part of their student's learning plan by participating in the intake process when entering Bowman. Students and parents/guardians are assisted in developing an individual educational plan. Conferences with teachers, counselors, and administrators provide parents/guardians with ongoing involvement in their student's learning process. Counselors confer with students at the completion of each course to discuss the next step in the students' educational plan. Most students feel comfortable walking into a counselor's office at any time for both academic and personal counseling. Counselors are also assigned to both night school and independent study to assist students.

Although recent budget constraints moved the funding for AB 1802 counseling into the flex category resulting in the loss of Bowman's part time third counselor, Bowman counselors remain committed to working with their at-risk student population to promote student academic, personal/social and career success.

Bowman has added a community partner this year with Sam's Club. Sam's Club is helping Bowman by donating food to increase student success in testing and to increase parent involvement in Back to School Nights and Open Houses. In return, Bowman is allowing Sam's Club to attend Back to School Night and Open House in order to promote their business in the community.

Also being explored for this year is the enhancement of community support and involvement by partnering with local businesses that would help educate and train the students in specialty areas. The ideal outcome would be students graduating from Bowman with a certificate of training and a marketable skill that would allow them to greatly increase their earning potential and possibly be hired by the partner business.

The first steps for this type of partnership are through an exciting addition this year, the Roadtrip Nation Project, which includes a weekly, school wide home room period where Bowman students are following a curriculum of career exploration and personal growth. Due to the popularity of the PBS program, we anticipate an increase in both community and stakeholder interest in this innovative program.

Staff members actively seek opportunities to showcase Bowman in the media with local newspapers, radio, and cable television. Bowman students' activities and achievements both academic and extra-curricular are frequently featured in the newspapers, radio, public access TV, and on YouTube, while Bowman staff members have been recognized at the state level for outstanding contributions which were also well publicized in the local media. Due to these efforts, the reputation of alternative education has improved in the Santa Clarita Valley. Attaining Model School status for the second consecutive six year term, further solidified Bowman's positive image in the community.

Using an assertive discipline model emphasizing being proactive rather than reactive to student behavior, Bowman administrators, counselors and staff collaboratively review critical student behaviors regularly further fostering a safe environment. Bowman has a progressive, incremental policy regarding discipline. Positive reinforcement and accountability are built into every interaction with students. Administrators and counselors work with students using the *Why Try?* Program to guide students in making better decisions. Discipline concerns are discussed at faculty meetings to ensure the consistent implementation of policy in support of student success.

Bowman's low student-teacher ratio nurtures an atmosphere of partnership and respect between students and teachers. Students at Bowman have access to all faculty, administrators, and support staff members. The staff represents a diversity of races, cultures, ethnicities, and life experiences, offering students a wide range of individuals with whom to interact and emulate. Students can self-refer for assistance to both administrators and counselors. A culture of collegiality and mutual respect defines the staff, thereby creating a family atmosphere where students feel connected and supported. The common denominator at Bowman is that the adults truly care about and are dedicated to improving the lives of all students.

English Learners receive primary support through English Language Development (ELD) classes. Further support is provided by two bilingual paraprofessionals who assist EL students in mainstream classes. ELD teachers work with other staff members to design cohesive curriculum strategies for student success. Instructional modifications are formulated from EL student assessments in order to improve the effectiveness of instruction. In addition, all teachers, counselors, and administrators are required to have a CLAD or SB 395 training. All EL students have access to a challenging standards based core curriculum.

All Special Education students entering Bowman must have up to date Individual Educational Plans (IEPs) including a transitional IEP for placement at Bowman and current IEPs are maintained on all Bowman Special Education students. For several years Bowman's special education department has operated with 100% compliance of their IEP caseloads. The special education teachers and paraprofessionals at Bowman serve as role models and leaders for highly effective practices throughout the district. All special education students have access to a challenging standards based core curriculum. Counselors serve as case holders for students who have their identified learning needs met through a 504 Plan. These plans are reviewed annually and updated as needed.

Once again budget has impacted programs, and Bowman's Gifted and Talented Education (GATE) program was one of those programs left unfunded for now. Bowman counselors continue to provide students with resources to enhance rigor and relevance in their learning; and all Bowman students (not just identified GATE) are encouraged to extend their learning through concurrent enrollment opportunities at College of the Canyons and the California Institute of the Arts.

Bowman provides its students with a wide variety of activities and support services. Bowman's counselors are available to students on a walk-in basis. Counselors work to provide students with an extensive array of services both on and off campus. On campus support groups have included: Women's Group, ACTION, Senior Seminar, and Junior Jumpstart. Students are referred off campus for support services in counseling to the Child and Family Center, Valley Trauma Center, Department of Child Services, and CARE Parenting program.

For substance abuse issues, students are referred to off-campus support services including ACTION, Narcotics Anonymous (NA), Alcoholics Anonymous (AA), Alateen, and DAPEC (a district drug and alcohol prevention program). A variety of support services are available to students through the city of Santa Clarita including the Teens on Target Program and tattoo removal, the Santa Clarita Valley Youth Project, COBRA (law enforcement's anti-gang taskforce), and the Los Angeles County Probation Department.

On campus services include access to the district nurse, a school psychologist shared with another school, school based counseling with the Child and Family Center, ACTION, counseling groups. All staff members act as informal counselors to students. Close staff and student connections ensure immediate referral of students for assistance. These relationships encourage students to freely seek out staff members when issues arise in their lives.

### III. Schoolwide Action Plan Progress

Bowman's monitoring and implementation of the Action Plan starts with the beginning of each school year. Bowman began this three year review process in the Fall of 2007 with its annual August staff development day. At this meeting, groups met to plan strategies for implementing the early steps of each section of the Schoolwide Action Plan, and to discuss the recommendations of the visiting team for each department and Focus Group. This midterm review has been a work in progress since the visiting committee left, with each Focus Group and Action Group working together to report on changes and significant developments throughout the school year. (See Appendix for original and revised Action Plans)

Monitoring of the implementation of the Schoolwide Action plan is part of that week of planning before school starts. Bowman staff reviews the achievement data from the previous year and identifies growth areas and strengths. Staff at this time also monitors the effectiveness of curricular changes and programs from last year and identifies this year's staff development growth areas. The Professional Development Coach meets with the PD team to plan the program for the year's staff meetings that will help staff improve areas of weakness.

Changes are made to the master schedule dependent on student needs, and teachers and staff are flexible in adjusting course content, instructional methodology and assessments to meet the learning challenges of each year's new students. In addition, Action Plan groups meet and revise the Action Plans in accordance with the evaluation of the level of achievement of growth targets and completion of action steps. Collaboration across the curriculum is used to help incorporate elements of each Action Plan into all classrooms where they blend into one plan for student success.

The review process also involves examining the achievement of all of Bowman's subgroups to determine if the current program is meeting their educational, personal/social and career needs. Parents of all students have input throughout the year into this program review through English Language Learners parent meetings, Gate Parent meetings, IEP's, School Site Council meetings, Back -to-School and Open House Nights, and Bowman's Action Team partnership monthly meetings. In addition, community input is given through staff participation in Santa Clarita Chamber of Commerce, the City's Anti-Gang Task Force, and the Career Technical Education Consortium meetings.

The school plan incorporates the WASC/FOL Action plans, Departmental plans, the School Safety Plan, and is presented to the School Board annually for review. It is integrated into the annual School Accountability Report Card.

During the school year, student success is continuously reviewed and is the basis for ongoing revisions to the master schedule, to standards based instruction, and to changes in assessment strategies. As student achievement data is recorded, it is examined for relevance and significance to the Bowman school program. Student achievement drives the instructional programs at Bowman and changes are continuously implemented throughout the year as teachers revise instructional strategies and programs to meet the needs of students.

The subsequent Schoolwide Action Plan addresses the critical areas for follow-up and the graduated steps that will enhance student learning. The Action Plan is "user-friendly" and has

integrated all major school initiatives. This plan is feasible within the school's existing resources, and there is sufficient commitment to the Action Plan, both school and district wide. Existing factors that support school improvement include a dedicated staff and stakeholders committed to continuous school improvement, a supportive district office which offers substantial resources in staff development and financial assistance, and a broadening partnership with families and community members.

Impediments to improvement that Bowman will need to overcome include issues of overcrowding with its accompanying restriction on instructional hours, and the uncertainty of state-level funding.

Bowman High School has a proven track record of achieving previous WASC goals. During its last six-year accreditation, WASC goals were completed earlier than expected and additional goals were developed and achieved. Bowman has a comprehensive monitoring and reporting process in place which includes regular data analysis tied to adjustments in the master schedule and reports to all stakeholders, including advisory committees, school board presentations, and the Single Plan for Student Achievement. The entire Bowman community believes that *failure is not an option* and is committed to the success and achievement of all students.

Bowman High School's Action Plan outlined four growth areas broken down into specific goals, action steps, and corresponding timelines for achievement. The four growth areas are: Reading, Numeracy, Writing, and Parent/community Involvement.

## ***Report on Action Plan Growth Area #1 - Reading***

**Goal: Reading:** Develop a comprehensive English Language Arts system that has structures in place to help students learn to read and to achieve grade level standards.

**Rationale: Critical Need:** Self-Study findings indicate a need to improve student achievement in English Language Arts/ Reading for all student groups. State assessment data (CAHSEE and CST); discussion and recommendations from all Focus Groups and departments; and review of student work support this need.

### **Task #1: Develop a Literacy Professional Development Team to train staff and monitor site progress toward incorporating literacy strategies across the curriculum.**

Bowman High School staff works diligently to incorporate literacy strategies into every realm of the curriculum. For example, teachers utilize Thinking Maps<sup>®</sup>, academic vocabulary, rubrics, and other literacy strategies across the curriculum. The staff also participates in professional development presentations in which they work collaboratively to evaluate the best practices in education. Currently, the staff is focusing on formative assessment as a means to increase student achievement. Teachers are implementing rubrics as a tool to assess the academic progress of their students. In addition, the staff collectively reads a professional development book each year to learn about current best practices in education. Currently, the staff is reading Richard and Rebecca Du Four's book, The Collaborative Teacher: Working Together as a Professional Learning Community, (Solution Tree Press) and sharing their findings at monthly staff meetings. These findings include how to implement "best practices" across the curriculum, including literacy strategies. This focus on increasing student achievement by using "best practices" literacy strategies across the curriculum will continue to be a significant focus for Bowman.

Likewise, Bowman's staff continues to implement the 6 +1 Traits of Writing<sup>®</sup> program and the use of Thinking Maps<sup>®</sup> in the classroom across the curriculum. Teachers have been trained in both program and have found a variety of ways to adapt these strategies within their lessons. As a graphic organizer, Thinking Maps<sup>®</sup> can be used throughout the curriculum. They are easy to use and promote higher level thinking and critical thinking skills. Similarly, the 6 +1 Traits of Writing<sup>®</sup> program has proven effective in promoting literacy in the classroom. The 6 +1 Traits of Writing rubrics serve as a guide for students while they engage in the writing process. Student can identify their areas of literary strength and weakness. Furthermore, the 6 +1 Traits of Writing<sup>®</sup> rubrics help teachers to evaluate student achievement. Teachers can see at a glance which students have grasped the concepts and which students need additional help with literacy development.

**Task #2: Pre and post reading tests for all students including quarterly benchmarks.**

Bowman High School's English language learners are assessed annually using the district English Language Development (ELD) benchmark tests. The benchmarks are administered annually in September and are based on California's ELD standards. There is a standard-based benchmark for all levels of English Language Development: ELD 1, ELD 2, ELD 3, and ELD 4. These benchmarks not only identify the ELD level of a student, but they also help teachers incorporate these benchmarks into the curriculum. Teachers create lesson plans that meet the needs of specific students based on the ELD benchmark tests.

Additionally, Bowman staff is working to develop and implement rubrics for the purpose of formative assessment of their students' academic achievement levels. Teachers are using the rubrics to assess the strengths and weaknesses of each student. In addition, the English Language Development department also uses rubrics from the WRITE (Writing Reform Institute for Teaching Excellence) program to improve the academic success of Bowman's ELD students. The rubrics help students to monitor their progress, improving their reading and writing skills.

Due to budget cuts, Bowman no longer has a designated Literacy Coach position. This teacher had a period devoted to testing students on the Gates-McGinnite Reading Tests. She now assists other teachers, as needed, in testing students who require more strategic intervention in reading. All of the California High School Exit Exam (CAHSEE) core teachers use a diagnostic pre-test to work on reading deficits for those students who have not yet passed the CAHSEE.

**Task #3: Staff training in using diagnostic pre-testing to focus instruction.**

Special classes designed to support students who have not passed the California High School Exit Exam (CAHSEE), are taught in content area strands. These teachers use various diagnostic tools to assess student achievement towards mastery of the skills needed to pass this high stakes test. Teachers currently employ the Measuring Up<sup>®</sup> workbooks to evaluate students and customize classroom instruction. Thus, students become aware of areas of growth and focus proactively on the learning needed to pass the test. Many teachers at Bowman High use pre-testing results to design their lesson plans. Staff continues to receive training on formative assessment strategies from Bowman's professional development team. In a "trainer of trainer" model, Bowman's Professional Development Team receives training from district office and then Bowman's team presents similar trainings to the Bowman staff. Bowman's Leadership Team is currently reading Susan M. Brookhart's text, Exploring Formative Assessment and works with staff to discuss ways to integrate formative assessment strategies into instruction. The stated focus of Bowman's Professional Staff Development Team for the 2009-2010 school year is formative assessment.

**Task #4: Continued training in reading strategies for staff and paraprofessionals.**

In addition to Bowman teachers receiving on-going staff development in literacy strategies, Bowman paraprofessionals also receive similar instruction. The paraprofessionals meet monthly to discuss best practices in the classroom. Specifically, paraprofessionals receive school-wide updates during these meetings and are informed of any changes in the school's academic focus. Reading strategies have always been a substantial focus for Bowman High School. Also, many of the paraprofessionals have attended reading strategy trainings from the Hart District. For example, Bowman's paraprofessionals have attended trainings on Thinking Maps® and Kate Kinsella's reading strategies. Administrators and teachers continue to work closely and collaboratively with the paraprofessionals to maintain academic continuity. Furthermore, teaching academic vocabulary is widely used at Bowman High School. The strategies of Robert Marzano and Kate Kinsella, as well as other "best practices" in vocabulary development are employed across the curriculum. The benefits of explicitly teaching academic vocabulary are found in the high passage rate of Bowman students on the CELDT, CAHSEE, and teacher-made assessment.

**Task #5: Expand high-interest library for each department, including online resources.**

Bowman's staff continues to work collaboratively to improve the number of library resources. The lack of funding has prevented Bowman from building a separate library, but many classrooms have subject-specific, high-interest libraries. Every English classroom has a substantial library with a wide range of books from nonfiction to science fiction. Likewise, many of the history classrooms have biographies of historical figures and major historical events. Every classroom at Bowman High School has access to academic resources. In addition to dictionaries, thesaurus, and atlases, the students are able to log onto the Bowman website and access academic databases such as InfoTrac®. Currently, students are learning how to use these databases in their computer class with computer teacher Sandy Geyer. In addition, all students may access the Thomson Gale On line Library with Web Feet from any computer, whether at school or while at home. Thus, students may access extensive library databases from the convenience of their own home via the Internet.

**Task #6: Continue Literacy Tuesday activities to include academic vocabulary across the curriculum.**

For the 2009-2010 school year, academic vocabulary continues as a substantial focus for Bowman High School. Academic vocabulary word walls can be found in every classroom. Literacy Tuesday consists of teachers across the curriculum allocating time during class in which they explicitly review and teach literacy (reading, writing, discussing, debating, speaking, and critical thinking) strategies. In addition, Bowman staff decided to implement a similar Math Wednesday Program to bolster mathematics achievement for students. Frequently, Math Wednesdays focus on word problems, thus literacy strategies are also developed in another content area. Overall, Bowman staff has found the practice of Literacy Tuesday and Math Wednesday a successful and targeted way to provide extra support and intervention for students in our quest to improve academic achievement.

***Report on Action Plan Growth Area # 2 - Writing***

**Goal: Writing:** Develop a comprehensive plan to improve writing across the curriculum

**Rationale: Critical Need:** Self-Study findings indicate a need to improve achievement in writing for all student groups. State assessments data (CAHSEE), discussions, and

recommendations from all Focus Groups and departments, and review of student work support this need.

In the process of plotting a course to further develop a more effective writing program for school wide literacy, eight points of action were outlined in our reflections that needed attention. Below is a detailed summary of both what our tasks were and how we have taken action at our school to reach these points.

**The first task was to “Develop a Literacy Team to train staff and monitor site progress toward incorporating writing literacy strategies across the curriculum.”** It has been a while since we were first given these tasks, but it did not take long for us to mutually agree that we have indeed done this. Our Literacy Team was created in 2006 to teach our faculty methods in which they could not only teach their respective courses but also weave effective teaching strategies for literacy into their classrooms. The team was led by a “Literacy Coach” who was given an extra period to take time to apply assessments of each students writing ability and also offer training and writing assistance to teachers and students. Since 2006 our Literacy Team has evolved, taking on more roles and responsibilities on campus. The “Literacy Coach” role has been absorbed back into the collective group and each year since 2006, the team has attended numerous trainings on Academic Vocabulary, 6 + 1 Traits of Writing, and Thinking Maps, bringing valuable “best practices” literacy strategies back to Bowman to present during structured staff development time. The Literacy Team still exists and is very active on our campus but has also assumed more responsibilities and has become the “Professional Development Training Team.”

**The second task was to “Continue to update staff to reflect professional development specific to writing strategies (Kate Kinsella, Jane Schaffer, Thinking Maps and 6 +1 Traits of Writing).”** It was collectively agreed upon that we had absolutely completed this task. Every year, our faculty showed an active enthusiasm for learning new and more effective ways to teach by attending district sanctioned literacy trainings being offered that year such as 6 +1 Traits of Writing, Academic Vocabulary, Classroom Collaboration and Thinking Maps. More recently, however, this task could only be implemented to an extent in 2009. Due to budget cuts, outside professional development opportunities have been limited. It was at this point that the Professional Development Team assumed this role for our site, attending more exclusive trainings open only to small groups on the behalf of our school and then relaying this information to the rest of the teachers at the site.

**The third task was to “Develop interdisciplinary units and schedule their implementation.”** This task is currently ongoing. The pacing of each department is varied and only allows for certain opportunities to arise on occasion. The interdisciplinary units do happen on campus, but are not formally planned from the beginning of the school year. For example, a Government teacher and an English teacher have combined their classrooms for a unit on Government and Political systems by using the plot and characters of “Lord of the Flies.” Bowman is actively taking on this task by creating opportunities for departments to meet for structured planning. The History department has spearheaded this by making their pacing calendar available for all departments to use. Since the timeline that the history department follows is more structured than thematic or contextual calendars created by other departments, it was determined that this would be the ideal starting point for collaboration. The departments themselves have taken the lead and have begun to schedule disciplinary units around the history departments pacing calendar.

**The fourth task was to “Continue to revise instruction and curriculum for CAHSEE Core Intervention Classes.”** This task has definitely been met and exceeded and still continues to this day. The CAHSEE English Intervention instruction and curriculum has been revised every year. Each class has been more specifically tailored to each student’s needs. Students enrolled at Bowman who have not passed the CAHSEE are instructed in each of the three main portions of the test by three different instructors who assume the role of an “expert” in that strand. Students who do not pass the first time are entered into a second layer of intervention which draws upon what they already know and builds on what they did not retain from the first instruction. Saturday intervention classes are made available for students who need more time or instruction because they have missed lessons or concepts during the week. In 2008 Bowman offered both the Chariot Program and the EPath Program, both online CAHSEE test support websites in which students were instructed on how to log in and do practice tests. These sites were also used by our staff as methods of assessing student progress, in addition to pinpointing the exact portions of the test where they had the most difficulty. In 2009, due to budget constraints, funding for these programs were cut and both Chariot and EPath are not available for the time being.

**The fifth task of “Site Professional development trainers train staff in writing strategies” is an ongoing point of action.** The Site Professional Development Trainers have attended small district-wide workshops on 6 + 1 Traits of Writing, Academic Vocabulary, Thinking Maps and most recently on the topics of Professional Learning Communities and Formative Assessment. The Site Professional Development Trainers meet once a month formally and many times a month informally to plan their courses of action for instructing the faculty during staff development activities as well as during faculty meetings. In 2009 Bowman decided to step up their efforts by having one of their own teachers assume the role of “District Professional Development Training Coach” for our individual site so the program could be run entirely from within.

**The sixth task was to “integrate 6 + 1 Traits of Writing components into Literacy Tuesday activities and lessons across the curriculum.”** With the help of the Site Professional Development Trainers the answer to the question of whether or not this has been achieved is a resounding “Yes!” The concept of “Literacy Tuesday” has been made flexible to allow teachers to further embed it into their subject and therefore become “literacy days.” As for the 6 + 1 Traits of Writing components being integrated into Literacy Tuesday, the Site Professional Development Trainers worked hard in 2008 and 2009 to help the entire staff implement each of the 6 + 1 writing strategies into instruction. A writing rubric utilizing the 6 + 1 writing strategies has been distributed to each teacher, as well as made available online.

**The seventh task was to “Increase use of rubrics for written assignments across the curriculum.”** The question of whether or not this has been implemented or is being implemented was a collective “yes.” Every department has met with a member of the “literacy team” during their respective department meetings and been instructed on the specifics of using writing rubrics. Each department has not only implemented writing rubrics but has also worked to include rubrics as a way to share their expectations with students across the curriculum. The practice of using rubrics is closely aligned with Bowman’s current, school-wide focus on formative assessment.

**The final of the eight tasks bulleted for review was to “Design pre/post writing assignments (to be used across the curriculum).”** Accomplishing this final task was not possible as originally envisioned, due to budget constraints and the lack of time to meet for planning. In

2008 the district coordinated a district-wide writing assessment, but that option was lost due to lack of funding. Presently, the task of pre and post writing assessment is the responsibility of each English teacher, and actively uses this approach for writing assessment with the English Language Development (ELD) classes.

### ***Report on Action Plan Growth Area #3 - Numeracy***

**Goal: Numeracy:** Develop a comprehensive math program to prepare students to achieve grade-level math standards and continue with post-secondary options.

**Rationale: Critical Need:** Self-Study findings indicate the need to improve student achievement in mathematics for all student groups. State assessment data, student credit completion rates, school benchmark assessments, discussions and recommendations from all Focus Groups and departments, and review of student work, support this need.

In order to reach the goal of developing a comprehensive math program to prepare students to achieve grade-level math standards and go on to post-secondary options, nine tasks were outlined on the Action Plan Matrix for Numeracy. The following is a summary of each task along with a discussion or analysis of whether the task has been accomplished, still needs to be accomplished, or needs to be re-evaluated as to its merit or practicality.

**The first task was to require students who have not passed the math portion of the CAHSEE to take a CAHSEE math class.** This has been accomplished. Bowman offers CAHSEE classes in math and English, designed to focus on the standards assessed on the CAHSEE, twice a year before each test administration. Every student who enters Bowman fall semester, who has not yet passed the CAHSEE, is automatically enrolled in a CAHSEE class. This process is repeated again spring semester until the March administration of the test. Even a student who took a CAHSEE class fall semester must take the class again until the school has received notice that the student has passed the exam. CAHSEE class enrollment for students who have not passed the CAHSEE test is mandatory.

**The second task was to require all students who have not met the state algebra requirement to enroll in the appropriate level of math.** In order to facilitate direct instruction, algebra courses are taught in specified blocks of time. This poses some scheduling restrictions, so it is not possible to accommodate every student who still needs to meet the state algebra requirement with a math class when the student enrolls. However, every student is placed in the appropriate math class as soon as scheduling permits, and every senior gets placed appropriately in ample time before graduation.

**The third task was to continue to develop alternative math course offerings for students who have completed the Algebra requirement and passed the math portion of the CAHSEE, but have not completed the 20 math credits required for graduation.** Since the WASC visit three years ago, a Senior Algebra B course, an Algebra II readiness course, and an Algebra II course have been added to the master schedule. If scheduling permits, the math department hopes in the next couple of years to add a consumer type math course that addresses not only practical math skills needed for everyday survival, but prepares students for business applications (through using Excel, for example), as well.

**The fourth task was to continue to increase student enrollment in advanced math courses such as Geometry and Algebra.** The math department currently offers an Algebra II readiness course (after fall CAHSEE classes end and before Spring CAHSEE classes begin, and then again after spring CAHSEE classes end), and an Algebra II course. These courses have continued to grow in enrollment since their initial offerings. Since the majority of the students who enroll in Bowman have yet to meet the algebra requirement, there is not enough of a demand for advanced math courses to offer both Geometry and Algebra II. Therefore, a formal course in Geometry is not offered at this time. The rationale for having students move directly to Algebra II from Algebra I is that students, particularly English learners (due to the expanded vocabulary of Geometry), are better prepared following Algebra I preparation to go directly into Algebra II. Also, during articulation meetings with the math department at College of the Canyons, it was learned that the math placement test for courses offered there is more Algebra based than Geometry based. Therefore, it is both practical and beneficial to the needs of students who attend Bowman to have them go directly to Algebra II from Algebra I, rather than to Geometry first. As a result, the students who go on to the local community college will hopefully have a better chance of scoring into higher level math courses on the college math placement test.

**The fifth task was to review and update math courses.** The math department and counseling department does this on a regular and at least annual basis, by updating course offerings, course materials, and courses of study. Courses are continually reviewed and revised based on what is best for students, guided by student credit needs, data from test results (CAHSEE and CST), post-secondary preparation, new text adoptions, state and district directives.

**The sixth task was to continue to have math computer software such as Accelerated Math, Chariot, and E-Path available.** Even though Chariot and E-Path has been available and used in the past, the district, due to budget cuts, is not able to provide site licenses for these software programs at this time. However, Accelerated Math is still available, and the textbook publisher, McDougal-Littell, provides substantial on-line support on its website for the new Algebra text that the district adopted last year. The Internet, in general, has a wealth of free on-line resources for math support. Students are encouraged to explore these on-line options.

**The seventh task was to create a math Professional Development Team.** The idea behind this part of the Action Plan was to complement the literacy team headed by a literacy coach (which at the time existed on campus) with a numeracy team headed by a numeracy coach to help develop and implement math strategies across the curriculum. Due to budget constraints, the on-site literacy coach position was discontinued which de facto eliminated the prospects of funding a numeracy coach to head a numeracy team. However, the District, through its implementation of Professional Learning Communities (PLC's), addresses subject specific needs at each school site, through the use of on-site Professional Staff Development Teams (PSDT) trained by the District to provide staff development at each school. As a result, the math department's role in supporting numeracy across the curriculum is to support the efforts of the on-site PSDT in an advisory capacity. To help achieve the goal of preparing students to attain grade-level math standards as well as increase the CAHSEE passage rate and CST scores, the math department has begun to develop math related "warm-ups" that every teacher every period on Wednesday gives to their classes to support and stress the importance of math across the curriculum. This is being themed as "Math Wednesdays."

**The eighth task was to continue to participate in District Benchmark testing and develop math across the curriculum strategies.** Bowman has participated in the District Benchmark testing program since its inception. This year, due to budget constraints, regular education

students will not be participating in benchmark testing. Through “math Wednesday warm-ups,” the faculty is beginning to address the issue of math across the curriculum strategies. Passage scores on the November, 2009 math CAHSEE reflect that Bowman is making significant progress in reaching a higher level of math achievement.

**The ninth task was to create department rubrics for standards mastery.** Even though the math department is in the beginning stages of working to achieve this task, the department was hoping to be further along in this endeavor than it currently is. Other than establishing a “nothing below 70%” criteria for passing the course, the math department has only begun to focus as a group on developing departmental rubrics for standards mastery. Since math standards are not necessarily written in sequential order (mastery is obtained in different stages, sometimes with other math standards imbedded in between), creating a rubric to measure mastery of a specific math standard in its entirety would be difficult given that the standard is taught in stages across several math courses. Algebra 1, for example, is taught in three courses, Algebra A, B, and C. These courses are not necessarily taught by the same instructor. Therefore, the department felt that using the textbook as a vehicle for organizing how to tackle this task would be beneficial. The department is committed to starting the process of developing rubrics this school year. This, in turn, will help to expand the focus on essential standards and pave the way for creating Bowman math benchmarks for whether or not students are achieving mastery.

### ***Report on Action Plan Growth Area #4 - Parent/Community***

**Goal: Parent Community:** Develop a climate of partnership to increase customer service at Bowman High School.

**Rationale: Critical Need:** There is no topic in education on which there is greater agreement than the need for “parent involvement.” The Hart District has joined the National Network of Partnership Schools at Johns Hopkins University to learn how to engage schools, families, and community members in activities that improve student achievement and success.

Bowman recognizes the need for parent and community involvement. The goal is to develop a climate of partnership to increase customer service at Bowman. The Hart District has joined the National Network of Partnership Schools at Johns Hopkins University to learn how to engage schools, families and community members in activities to improve student achievement and success. Bowman is working to create a productive relationship between all stakeholders.

As with most of the Action Plan areas, the majority of steps to meet the recommendations for the Parent Community area have been completed. The Action Plan is reviewed yearly and modified as needed. In many areas of the Action Plan, current economic conditions have placed a significant barrier on moving forward with increased community partnerships. Bowman remains committed to finding new ways, despite the economy, to strengthen the bonds between stakeholders.

**The first task of the Action Plan involved increasing ways to inform and connect parents to Bowman.** Significant progress has been made towards this goal. Bowman’s Connect Ed system, an automated phone system to convey messages to families, provides parents with up to date information of their student’s attendance as well as the opportunity to be informed of upcoming events, emergency information and/or important date information. Connect Ed is a component of the school’s current SASI student data system, which allows messages to be sent

home in Spanish for Spanish language families. Bowman also publishes a quarterly newsletter, which highlights school programs and student achievement. Information is also available to parents and the community on Bowman's website. The website contains links to all staff email and information useful to both students and parents. Currently, all of the Bowman teachers have active websites for student/parent use. Bowman often receives positive feedback about the ease with which parents are able to leave messages for staff members. Parents find the "old fashion" system of taking a message a refreshing change from leaving a voicemail.

**The second task involved increasing parent participation at Bowman.** Bowman has worked hard to provide parents a way to connect with the school and participate in the success of the school and their students. At the beginning of each student's time at Bowman, the school strives to form a connection with each family. Each student and parent or guardian attends an intake upon entering Bowman. Opportunities for parents to become involved are discussed at the intake. Parent Involvement forms are collected and parents are contacted to participate. In addition, all parents are encouraged to schedule conferences with the counselors to discuss the student's progress. Events throughout the year allow parents an opportunity to visit campus. These events include Open House, Back to School Night, the book fair, quarterly awards assemblies that honor both students and parents, and parent involvement day which allows parents to attend class side by side with their students. Parents serve on the Site Council. In addition, Bowman parents serve on the school and district ELAC (English Learners Advisory Council) committees. In addition, for the past three years, Bowman hosts a National Parent Involvement Day where parents and guardians attend school with their students. A yearly survey of Bowman families allows for feedback and continues to provide vital information needed to further increase parent commitment and involvement at Bowman.

**The third task of the Action Plan involved implementing Bowman's Action Team Partnership (ATP) goals.** Bowman currently has four teachers, one administrator, a community member, a bilingual paraprofessional, a counselor, four students and four parents serving on ATP. Meetings had been held quarterly. Starting with the 2009-2010 school year ATP meetings will be held monthly to foster more parental involvement. ATP members are working towards revising the ATP action plan. The ATP ensures parents and community members have a voice in student achievement and success at Bowman.

**The fourth task of the Action Plan involved exploring and developing the community partners program.** Since its last WASC visitation in 2006, Bowman High School has worked collaboratively with its community to develop stronger ties between the school and community. **A major goal is to communicate to the community and other stakeholders through the media the positive programs, events and individual successes of Bowman students and encourage community members to interact with and experience the positive aspects of Bowman's school programs.** Bowman has benefited from strong partnerships with several local businesses including Sam's Club, Western Bagel, and ACTION Family Counseling. Business leaders also serve as "Principal for a Day." Staff members participate in the district wide Business Partnership and the Anti Gang Taskforce Committee. Bowman students interact with local business leaders at the yearly "Connecting to Success," a day long seminar hosted by Junior Achievement. A recent formal community partnership program has been established with Sam's Club. Each year Career Day brings business leaders on campus to help students prepare for entering the work force.

In the fall of 2009, Bowman High School was one of three continuation schools in the state chosen to pilot the Roadtrip Nation Project. This exciting opportunity is in partnership with the

College of the Canyons, in the form of a grant for flip cameras, editing software, and staff development training, allowing students to explore career opportunities through an interactive curriculum.

Roadtrip Nation has evolved into a PBS series, three books, an online community, and a student movement. They send people on the road who are interested in exploring the world outside their comfort zone, talking with individuals who chose to define their own road in life, and sharing their experiences with our teenager's generation.

The Roadtrip Nation experience arrived at destination Bowman on December 16<sup>th</sup>! Over 35 staff members and students hosted an after school training session where they reflected on the theme "define your own road in life" and viewed training modules. Lesson titles include: "Don't Fall Asleep at the Wheel," "Get Out and Explore," and "Work Versus Your Life Work." On February 5th, 2010 the Roadtrip Nation green bus arrives at Bowman for a school-wide assembly featuring current PBS Roadtrip stars who will speak to students about their incredible journey to find their passion and purpose in life.

The current economic climate in the Santa Clarita Valley has resulted in businesses providing less support to Bowman. Recognizing the impact the economy has had on businesses, Bowman continues to reach out to the business community to work with them in finding ways to support the school.

**Finally, the sixth and seventh task involved developing and implementing a public relations plan.** Bowman has enjoyed a sizeable increase in positive coverage in the local media. Bowman students are highlighted as Hero of the Week in the local newspaper. Several articles about Bowman appear each month in the News and Views, a district publication to highlight district students and programs. Bowman students serve on the district Student Communication Council. Bowman's website also provides information to the public on the school. While Bowman staff is continually working on increasing the positive media coverage for the school, no formal plan has yet been developed. Staff will contact other schools in the district to obtain copies of their public relations plan.

The principal works closely with the Hart District Public Relations Community Liaison Officer, Pat Willett, who frequently writes press releases for events such as the Mary Pickford Film Institute Filmmaker's Boot camp, the Roadtrip Nation Project, and for awards such as the one recently won by a Bowman senior who was selected among hundreds of applicants to participate in the Chicano Latino Youth Leadership Project's Training at the University of California, Los Angeles.

## IV. Conclusion

In conclusion, Bowman High School has weathered the storms of the educational budget crisis in California fairly well to date. In the past three years, we have increased the numbers of our graduates from 263 students to 305 students earning a full diploma. Our graduation rate holds steady at 95%, and the majority of our students continue on to meaningful post-secondary options. These include 4 year universities, community college, career technical schools, or the military.

Bowman's CAHSEE passage rate continues to rise. In November, 2009 the English CAHSEE passage rate was 48% (fewer students needed to pass this year due to high levels of success last year) and the math CAHSEE passage rate was 65%. In the past, Bowman's math passage rate was not as strong, so the increase in scores reflects a conscious effort to include more targeted math instruction and strategic changes to the math curriculum, so that considerable progress was achieved in 2009. Within a year, Bowman's math CAHSEE passage rate increased by 17%.

Traditionally, CST scores have not been as meaningful an indicator of student learning as has the CAHSEE. Most students who transfer to Bowman are seniors who are not tested. It is interesting to note that 58% of the juniors who participated in the 2009 CST testing at Bowman were not enrolled at Bowman for CBEDS. We believe that if those students had been enrolled long term, test scores would reflect a higher level of student learning, and thus a higher API score. A positive trend shows that more Bowman juniors are completing courses critical to CST testing, qualifying more students to participate in End of Course testing. Specifically, in Spring of 2009 ninety-eight per cent of Bowman's long-term students took an End of Course test in math; and ninety-one per cent took an End of Course test in science.

As a result of the continued implementation of nationally recognized intervention programs for English Learners, 75% of Bowman's students tested on the CELDT scored Early Advanced or Advanced, with no students scoring at the beginning level. Bowman staff's commitment to English Learners and their families continues at the highest level. To provide additional support for EL students, Bowman has added sheltered classes in social studies, an area of previous concern due to reading comprehension and academic vocabulary gaps.

ASAM data demonstrates continued growth in the attendance indicator. Increased accountability measures, administrative and counselor contact with families, and focus on staff intervention resulted in a 3% increase in student attendance from 85 to 88%. Monitoring and improving student attendance continues as an ongoing, school-wide focus at Bowman. With an increase of long term students came a 1.8% increase in the student suspension rate. Many of these suspensions were due to alcohol or drug related infractions. This increase in suspension rate is balanced by a decreased expulsion rate, as the staff is working harder at providing interventions for those students with substance abuse issues, keeping them enrolled at Bowman while they seek treatment.

Due to budget cuts to date, Bowman lost a 60% counselor position (elimination of SB 1802 supplemental counseling funding); the normal three days of staff development were cut; secretarial and campus supervisor coverage during mandatory and unpaid furlough days impacts the daily functioning of the school; and the elimination of district supported structured teacher planning time has made finding time for teacher collaboration more difficult. Last year, three new teachers were issued March 15<sup>th</sup> notices, but due to a high number of district retirees, all

three were able to retain their positions. As we look to the potential of deeper cuts in the 2010-11 school year and a change in leadership at the district level with the current superintendent retiring, the only guarantee is that credit deficient, “of promise” students will continue to arrive at Bowman’s doors needing academic recovery, behavioral and attendance interventions, and consistent emotional support from caring adults.

Looking forward, Bowman’s inspirational partnership with the Roadtrip Nation Educational Experience offers hope for accomplishing “out of the box,” creative solutions to give hope to students, staff, and the community for better days to come. It is amazing that 100% of Bowman’s staff agreed to pilot this program, including learning new curriculum taught during a weekly homeroom period. Truly, this is a testament to the passion, dedication, and commitment of an incredible staff of heroes, people who refuse to give up on kids, and who are willing to do whatever it takes to ensure students’ success. This collaboration with the local community college included a substantial grant for equipment, staff development, and technology upgrades. In the future, such creative endeavors offer the hope that at Bowman, we can find solutions to our problems, if we work together. No budget cuts or dire financial forecasts can dim our commitment to saving the lives of our students; for indeed, such commitments cannot be measured in dollars and cents, but must be measured in the expressions of triumph as our wave of Bowman graduates march across the stage to receive their diploma, and more importantly, march into the stream of life as confident, productive adults, living their dreams.

# Appendix

1. Bowman Staff Roster
2. Core Values and Mission Statement
3. ESLRs
4. Daily Schedule
5. Master Schedule
6. School Accountability Report Card  
(English/Spanish) – 08/09, 07/08, 06/07
7. Action Plan Revisions
8. District Strategic Plan
9. Newsletters