



Isaac L. Sowers Middle School

9300 Indianapolis Ave. • Huntington Beach, CA 92646 • (714) 962-7738 • Grades 6-8
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<https://isms.schoolloop.com/>

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



Huntington Beach City School District

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(714) 964-8888
www.hbcasd.us

District Governing Board

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Shari Kowalke
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Superintendent
Jennifer Shephard
**Assistant Superintendent
Educational Services**

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**Assistant Superintendent
Human Resources**

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**Assistant Superintendent
Administrative Services**

School Description

Sowers Middle School- Setting the Course for 21st Century Leaders

Vision

Isaac L. Sowers students will experience an academically challenging and supporting learning environment which promotes the realization of all students' full potential.

Beliefs

Our dedicated and knowledgeable staff recognizes the developmental uniqueness of the middle school child and demonstrates a commitment to foster the conditions necessary for student achievement. School personnel model the qualities and characteristics they expect to instill in students.

Nurturing Learning Environment is one that is inviting, safe, and purposeful which is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve.

Supportive Structure and Schedule - We are organized to promote meaningful professional collaboration with a focus on learning and providing access for all students. Teams are viewed as the building blocks for a strong Professional Learning Community. We place a high priority on protecting instructional and collaborative planning time, maintaining reasonable class size and providing supportive student services during the regular school day.

Standards-based Curriculum - We will provide a core curriculum that can be enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language are valued as integral parts of the instructional program. We will provide a standards-based learning environment which clearly establishes criterion for subject mastery and identifies what students will know and be able to do as a result of completing the instructional program. The scope and sequence of the curriculum will reflect a continuum of offerings that challenge all students.

Focus on Best Practices of Instruction - We will develop and implement a wide array of strategies to optimize student learning. Technology will be integrated into the instructional process as a means to achieve specific curricular outcomes. We value an ongoing process of vertical articulation between elementary and high school colleagues to ensure a continuum of instruction.

Clarity of Assessment Goals and Practices (Progress Indicators) - We will employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their department, will develop consistent grading practices in support of the instructional program. Assessment information will be used to guide the learning process, refine instructional plans, and inform parents of their child's academic progress.

Emphasis on Active Participation - We will promote active student participation in co-curricular programs. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. We recognize the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between school, families, and the local community.

Sowers Middle School opened in 1972, as a 6th through 8th grade middle school. The school is located in a city characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. Sowers is one of two middle schools and seven elementary schools serving over almost seven thousand students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 46 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room, known as the Little Theater (room 402), and separate boys and girls Physical Education locker rooms. Assemblies, student programs, and large activities are conducted in a spacious interior school mall complete with stage and sound system. Technologically, Sowers is fully networked in all classrooms with both hardwired and wireless networking capabilities, two dedicated computer labs, and two mobile labs.

Sowers Middle School faces many of the same challenges and opportunities confronting schools throughout Southern California. Sowers offers a rich elective program along with school clubs, committees and activity groups for students to join. In addition, a multi-tiered system of support has been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers a Gifted and Talented Education (GATE) program in the CORE areas of English Language Arts (ELA) and Social Studies, as well as, a well designed Special Education program comprised of Special Education services along a continuum of support, including co-teaching with one special education and one general education teacher in CORE classes (ELA/Social Studies), one intensive specialized academic instruction class, one pull out specialized academic instruction class, guided support in Mathematics and our Voyager program for students with needs in socialization. Our Mathematics program provides leveled math curriculum with the opportunity for students to take Geometry here at Sowers or more advanced classes in a cooperative program offered by Edison High School.

A talented and enthusiastic staff makes Sowers Middle School a school where students take pride in learning and growing socially. Parents feel supported and teachers have the tools to help their students learn. Our instructional teams work collaboratively under the construct of Professional Learning Communities (PLC's), to develop and implement programs which motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities to build skills to meet student needs, understand the uniqueness of the middle school child, and perform with distinction. Our support staff are personnel who work together to nurture the intellectual, physical and emotional capacities of each student. Sowers staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1200 regular and special education students represent a cross section of cultural, racial, and ethnic backgrounds, as well as an array of ability levels from the learning handicapped to the intellectually gifted. The virtues of our ISMS Way- Integrity, Safety, Making responsible choices, and Showing respect- are fostered and nurtured by students and staff. The contributions, achievements, and progress of ALL students are valued and respected. Parents and community are part of the Sowers learning community and are welcomed as volunteers in school, speakers, committee members, through financial aid and support, Parent Teacher Student Association (PTSA), School Site Council (SSC), and ASB and are all vital to the success of our educational program.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (714) 962-7738 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	429
Grade 7	373
Grade 8	403
Total Enrollment	1,205

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	8.6
Filipino	1.3
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.3

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
White	68.4
Two or More Races	6.3
Socioeconomically Disadvantaged	12.4
English Learners	1.6
Students with Disabilities	8.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Isaac L. Sowers Middle School	13-14	14-15	15-16
With Full Credential	44	43	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	0	3
Huntington Beach City School District	13-14	14-15	15-16
With Full Credential	◆	◆	264.8
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Isaac L. Sowers Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	1	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.4	0.6

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

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

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Prentice Hall Adoption Year 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McDougal Littell - 6-7 Adoption Year 2002 Prentice Hall - 7-8 Adoption Year 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Prentice Hall Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Teachers' Curriculum Institute Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Prentice Hall, Spanish, 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Various music pieces; Plays magazine subscription for reference-current year; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sowers Middle School, built in 1971, consists of a main building with five pods including administrative offices, library, stage, multipurpose room, a mall/cafeteria area, locker rooms and 28 classrooms. The site also has 14 portable classrooms added during the 1990's.

This site has a solar array along the athletic fields in the back of the school that provides a shaded area for students and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements during 2014 included new carpet in two portable classrooms, new floor tile in four student restrooms and kitchen, painting of front office, kitchen and trash enclosure, new roofs on two portable classrooms, upgraded HD video surveillance system, and repair of mall floor expansion joints.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 26, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	90	85	87	88	85	84	59	60	56

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	72	71	44
Math	57	63	33

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	7.00	23.50	58.10

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	87
Male	86
Female	89
Black or African American	--
American Indian or Alaska Native	--
Asian	92
Filipino	--
Hispanic or Latino	85

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Native Hawaiian or Pacific Islander	--
White	88
Two or More Races	92
Socioeconomically Disadvantaged	45
English Learners	--
Students with Disabilities	73
Foster Youth	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	414	412	99.5	7	23	48	22
	7	366	360	98.4	10	19	49	22
	8	402	387	96.3	7	17	47	28
Male	6	414	214	51.7	10	29	45	16
	7	366	183	50.0	10	22	50	18
	8	402	204	50.7	12	20	48	21
Female	6	414	198	47.8	5	16	51	29
	7	366	177	48.4	9	16	49	27
	8	402	183	45.5	2	15	47	36
Black or African American	6	414	1	0.2	--	--	--	--
	7	366	1	0.3	--	--	--	--
	8	402	1	0.2	--	--	--	--
American Indian or Alaska Native	6	414	2	0.5	--	--	--	--
	7	366	6	1.6	--	--	--	--
	8	402	2	0.5	--	--	--	--
Asian	6	414	39	9.4	3	21	44	33
	7	366	27	7.4	4	7	48	41
	8	402	39	9.7	8	8	36	49
Filipino	6	414	6	1.4	--	--	--	--
	7	366	4	1.1	--	--	--	--
	8	402	5	1.2	--	--	--	--
Hispanic or Latino	6	414	58	14.0	19	31	36	14
	7	366	49	13.4	27	22	41	10
	8	402	55	13.7	5	24	58	13

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	6	414	1	0.2	--	--	--	--
	7	366	2	0.5	--	--	--	--
	8	402	1	0.2	--	--	--	--
White	6	414	276	66.7	5	22	51	22
	7	366	244	66.7	8	18	50	23
	8	402	270	67.2	7	18	47	28
Two or More Races	6	414	28	6.8	4	18	43	36
	7	366	27	7.4	7	19	52	22
	8	402	14	3.5	0	0	50	50
Socioeconomically Disadvantaged	6	414	48	11.6	13	40	35	13
	7	366	49	13.4	24	22	41	12
	8	402	47	11.7	15	26	45	15
Students with Disabilities	6	414	28	6.8	50	32	11	7
	7	366	22	6.0	68	23	9	0
	8	402	28	7.0	54	18	25	4
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	414	412	99.5	11	23	36	30
	7	366	360	98.4	15	28	31	26
	8	402	388	96.5	20	32	29	19
Male	6	414	214	51.7	12	22	40	26
	7	366	183	50.0	15	25	28	32
	8	402	204	50.7	24	30	27	18
Female	6	414	198	47.8	10	24	32	34
	7	366	177	48.4	15	30	34	20
	8	402	184	45.8	15	34	31	21
Black or African American	6	414	1	0.2	--	--	--	--
	7	366	1	0.3	--	--	--	--
	8	402	1	0.2	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6	414	2	0.5	--	--	--	--
	7	366	6	1.6	--	--	--	--
	8	402	2	0.5	--	--	--	--
Asian	6	414	39	9.4	10	18	23	49
	7	366	27	7.4	4	15	22	59
	8	402	39	9.7	10	18	28	44
Filipino	6	414	6	1.4	--	--	--	--
	7	366	4	1.1	--	--	--	--
	8	402	5	1.2	--	--	--	--
Hispanic or Latino	6	414	58	14.0	28	21	31	21
	7	366	49	13.4	29	37	20	14
	8	402	56	13.9	25	48	20	7
Native Hawaiian or Pacific Islander	6	414	1	0.2	--	--	--	--
	7	366	2	0.5	--	--	--	--
	8	402	1	0.2	--	--	--	--
White	6	414	276	66.7	8	23	39	29
	7	366	244	66.7	14	27	35	24
	8	402	270	67.2	19	31	33	17
Two or More Races	6	414	28	6.8	4	25	39	32
	7	366	27	7.4	19	15	30	37
	8	402	14	3.5	7	36	14	43
Socioeconomically Disadvantaged	6	414	48	11.6	21	33	33	13
	7	366	49	13.4	29	39	18	14
	8	402	47	11.7	34	43	17	6
Students with Disabilities	6	414	28	6.8	50	29	11	11
	7	366	22	6.0	77	18	0	5
	8	402	28	7.0	75	14	7	4
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Community Involvement

School categorical funding including School Library Improvement Block Grant (SLIBG), Local Control Funding Formula (LCFF), and Special Education are resources which are allocated to the support of underperforming students. Our Parent Teacher Student Association (PTSA) provides monetary support of individual classroom and school-wide instructional materials and programs. For example, PTSA generously donated additional technology such as projectors, document cameras, and tablets. The Huntington Beach Education Foundation (HBEF) provides support through its grant program, which has provided mobile labs, student devices in the classrooms, and supplemental resources for teachers. Teachers as well as students from the local high school and universities are available to provide additional support to at-risk students. Community organizations and resources provide additional support to our school and families. These resources include: the Regional Center of Orange County, parent education offerings, and the Huntington Beach Libraries, as well as the Outreach Counseling program.

All opportunities are offered to parents in PTSA, SSC, District Advisory Committee (DAC), School Committees or by informal invitations through School Loop or school-wide phone calls. In reviewing data with staff and parents, there is a strong commitment to on-going and continued improvement of our students' performance. Parents are proud of the growth Sowers has made in the past, and it is a priority that we focus on improvement to remain a high-performing school. At the end of the 2014-2015 school year, the district completed a comprehensive survey for all schools. The survey included questions on program, environment, and academics. It also allowed for parents to provide additional feedback. The data from this survey was disseminated to school leadership teams to use for program changes. Feedback for Sowers Middle School was positive. Ongoing feedback is implemented to engage parents in the education of their child through more frequent surveys through Survey Monkey.

State Priority: School Climate

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

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

School Safety Plan

Safety

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitors badge; visitors are required to return to the school office upon departure. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as benchmark and Smarter Balanced Assessment Consortium (SBAC) testing. During lunch and before and after school, playground supervisors, teachers, and administrators supervise students and monitor the campus to ensure a safe and orderly environment. As a proactive measure, the school installed a closed-circuit camera security system. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed and involves outside agencies such as Huntington Beach Police Department and HB Fire Department to coordinate safety practices and inspections. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.01	3.24	5.17
Expulsions Rate	0.00	0.00	0.16
District	2012-13	2013-14	2014-15
Suspensions Rate	1.85	1.86	2.40
Expulsions Rate	0.00	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	28	25	5	5	7	11	11	18	13	14	6
Math	26	28	29	11	4	4	13	15	1	8	10	8
Science	29	29	30	4	1		15	19	22	11	9	6
SS	29	31	28	5	1	3	11	11	18	13	14	6

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1.2
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

The Sowers Middle School staff is continually involved in a process of curriculum development and staff training. District goals and objectives, constructed in keeping with state frameworks, are used to set achievable benchmarks. Each content area, PLC, meets monthly to assess and refine its educational goals.

Individual departments, the Leadership Team, the principal, and the School Site Council continually monitor the school plan. A major component of the school plan is staff development and collaboration. As needs are identified, training sessions are developed, in keeping with district direction, state frameworks, and recommended curricula.

Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Professional Development provided for Teachers

All training and curriculum development at Sowers Middle School revolves around the Common Core State Standards and best practices. Teachers align classroom curriculum to ensure that all students either meet or exceed local and state proficiency levels. Examples of professional development include Direct Interactive Instruction (DII), mathematical practices, Co-Teaching, Peer Assistance Leadership, WEB Training, science, and Depth and Complexity.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$43,091
Mid-Range Teacher Salary	\$81,044	\$70,247
Highest Teacher Salary	\$98,852	\$89,152
Average Principal Salary (ES)	\$122,672	\$112,492
Average Principal Salary (MS)	\$119,284	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$200,510	\$192,072
Percent of District Budget		
Teacher Salaries	45%	41%
Administrative Salaries	6%	6%

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

Types of Services Funded

A significant portion of Sowers categorical program budget is allocated for professional development activities to support improved instruction and technology to support student learning. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Sowers' School/Library Improvement Block Grant (SLIBG) funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 6 through 8 for GATE identified students.

DataQuest

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

Internet Access

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4766.27	691.18	4075.09	79547
District	◆	◆	1544.10	80000
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			163.9	-0.6
Percent Difference: School Site/ State			-23.8	9.0

* Cells with ◆ do not require data.