

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Isaac L. Sowers Middle School	District Name	Huntington Beach City School District
Street	9300 Indianapolis Ave.	Phone Number	(714) 964-8888
City, State, Zip	Huntington Beach, CA 92646	Web Site	http://www.hbcasd.k12.ca.us/
Phone Number	(714) 962-7738	Superintendent	Gregory Haulk
Principal	Deborah Randall	E-mail Address	info@hbcasd.k12.ca.us
E-mail Address	drandall@hbcasd.us	CDS Code	30-66530-6089072

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Sowers Middle School

Vision

All staff members of Sowers Middle School will engage all students to be successful academically, socially and emotionally, and to be active, responsible citizens of our local, national, and global communities.

Shared Purpose

Isaac L. Sowers students will experience an academically challenging and supportive learning environment which provides the opportunities for students to reach their full potentials.

Dedicated and Knowledgeable Staff

The Isaac L. Sowers 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

Isaac L. Sowers Middle School will provide an inviting, safe, and purposeful environment that is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve. Students will be recognized for their academic, character, and leadership abilities. They will be afforded opportunities to grow socially through the many extra-curricular opportunities such as being members of our sports teams and clubs.

Supportive Structure and Schedule

Isaac L. Sowers Middle School is organized to promote meaningful professional collaboration with a focus on learning. Teams (staff members who work with a common grouping of students and are united by a shared purpose) are viewed as the building blocks for a strong Professional Learning Community. Isaac L. Sowers Middle School places a priority on protecting instructional and collaborative planning time, maintaining reasonable class size, limiting occurrences of cross-teaming, and providing supportive student services during the regular school day.

Standards-Based Curriculum

Isaac L. Sowers Middle School 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 study are valued as integral parts of the instructional program. Isaac L. Sowers will provide a standards-based learning environment that identifies what students will know and be able to do as a result of completing the instructional program and clearly establishes the criterion for subject mastery. The scope and sequence of the curriculum will reflect a continuum of offerings that challenge all students.

Focus on Best-Practice Instruction

Isaac L. Sowers Middle School teachers 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. Isaac L. Sowers staff value an ongoing process of vertical articulation with their elementary and high school colleagues to ensure a continuum of instruction.

Clarity of Assessment Goals and Practices

Isaac L. Sowers Middle School 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 their instructional programs. Assessment information will be used to guide the learning process, refine instructional plans, and inform parents regarding their child's academic progress.

Emphasis on Student Involvement

The Isaac L. Sowers 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. Isaac L. Sowers Middle School recognizes the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between the school, families, and the local community.

Sowers Middle School opened in 1972, as a 6th through 8th grade middle school. Sowers is located in a city characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. The school is one of two middle schools and six elementary schools serving over six thousand students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 38 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 Theatre, a boys and a girls Physical Education locker room and three temporary portable buildings currently occupied as part of our schools modernization efforts. Assemblies, students programs, and large activities are conducted in a large 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.

Sowers Middle School offers a rich elective program and school clubs, committees and activity groups for students to join. In addition, pyramids of intervention classes have been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers a GATE program, in the CORE areas of Language Arts and Social Studies, a well-designed special education program comprised of a Resource Specialist Program, mild to moderate Special Day Class and moderate to severe Special Day class.

Our math program provides leveled math learning for students with the ability 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 enables Sowers Middle School to be a school where students enjoy attending; parents feel support and teachers have the tools to help their students learn. Our instructional teams work collaboratively, under the construct of Professional Learning Communities, to develop and implement programs that excite, 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 intended to build skills enabling them to meet students' needs, understand the uniqueness of the middle school aged child and perform with distinction. Our support staff are non-teaching personnel who work together to nurture the intellectual, physical, emotional capacities of each child. Support staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1285 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 mutual respect and recognition of personal dignity are fostered and nurtured by students and staff. The contributions, achievements and progress of ALL students are valued and respected. The parents and community are part of the Sowers learning community. As volunteers in school, as speakers and committee members, and through financial aide and support, PTSA and various advisory committees are vital to the success of our educational program. Sowers ethnic profile is 72% Caucasian, 12.2% Other, 7.4% Asian, 7.4% Hispanic and 1% American Indian.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Community Involvement

Parents and the community are very supportive of the educational program at Sowers Middle School. The Sowers Middle School PTSA has made generous contributions of time and money to numerous programs and activities. PTSA fundraisers enable the school to offer programs in art and music, and also enrich classroom learning experiences through donations that support assemblies and field trips, and/or purchase instructional supplies. Other generous contributions have been made by the following organizations: Alchemy Computing Adult Day Center DeLillo Chevrolet Bagelmania Ronald McDonald House Nike Shelter for Battered Women QSP Patriot PC Solutions, Fountain Valley Mobil Oil Boeing Sugar Shack Froghouse Surf Shop (Newport Beach) Target Wienerschnitzel Huntington Beach Police Department Tillys Hurley International The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	416
Grade 7	432
Grade 8	354
Grade 9	1
Grade 10	1
Total Enrollment	1,204

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	72
American Indian or Alaska Native	0.7	Two or More Races	3.8
Asian	7.9	Socioeconomically Disadvantaged	0.7
Filipino	0.4	English Learners	4.1
Hispanic or Latino	13.3	Students with Disabilities	8.1
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	17	41	8	35.91	9	44	8	36.63	5	41	12
Mathematics	24.1	16	33	2	28.74	8	19	16	33.40	7	21	20
Science	31.5	0	2	0	29.36	5	30	3	24.89	5	15	11
Social Science	28.8	4	32	5	28.76	6	32	7	29.17	4	30	9

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 and 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 STAR testing. During lunch and before and after school, yard 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 17 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. 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	3.71	7.77	11.21	1.98	4.05	4.23
Expulsions	0.0	0.0	0.08	0.06	0.01	0.09

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 24, 2011

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.

Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings.

A solar array was added on the field at the edge of the hard court area in the back of the school providing shade for students and 167.8 kW DC of power for the site. This project was part of a District-wide energy conservation project financed from energy savings, rebates and California Solar Initiative incentives. All HVAC equipment was replaced on the main building and the movable back wall in the mall area was replaced with a solid wall as part of this energy conservation effort. The project will result in net savings to the general fund.

Other improvements during 2011 included concrete ramps with handrails for 4 portable buildings, electrical panel replacement, new faucets, disposals, etc. in the Home Economics classroom, enclosures for a gas meter and electrical gear, fence repair in the bike rack area and major roof maintenance on all roof surfaces.

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

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	47	47	46	274
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	6	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.33	1285
Counselor (Social/Behavioral or Career Development)	.12	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	.34	---
Psychologist	.53	---
Social Worker	N/A	---
Nurse	N/A	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10-2011

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 2008-09 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Adoption Year 2003	Yes	0.0%
Mathematics	McDougal Littell - 6-7 Adoption Year 2002 Prentice Hall - 7-8 Adoption Year 2002	Yes	0.0%
Science	Pearson Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Teachers' Curriculum Institute Adoption Year 2007	Yes	0.0%
Foreign Language	Prentice Hall, Spanish, 2004	Yes	0.0%
Visual and Performing Arts	Various music pieces; Plays magazine subscription for reference-current year;	Yes	0.0%
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	4,288.31	889.74	3,398.57	76,136
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	61.9%	4.1%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	49.5%	3.8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

A significant portion of Sowers School's categorical program budget is allocated for professional development activities to support improved instruction. 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 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.

For experienced teachers, the Peer Assistance and Review Program utilizes the district's veteran teachers as "consultants" to assist with staff development district wide, with a particular focus on teacher needs.

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

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,692
Mid-Range Teacher Salary	\$77,179	\$68,251
Highest Teacher Salary	\$94,135	\$86,582
Average Principal Salary (Elementary)	\$116,365	\$108,334
Average Principal Salary (Middle)	\$115,283	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$190,000	\$180,492
Percent of Budget for Teacher Salaries	46%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	72	76	79	74	77	78	49	52	54
Mathematics	65	61	58	74	74	74	46	48	50
Science	83	83	88	79	82	84	50	54	57
History-Social Science	62	66	80	62	65	72	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	74	84	72
All Student at the School	79	58	88	80
Male	75	58	90	81
Female	84	58	87	78
Black or African American	76	47	0	0
American Indian or Alaska Native	0	0	0	0
Asian	91	82	95	95
Filipino	0	0	0	0
Hispanic or Latino	71	49	82	65
Native Hawaiian/Pacific Islander	0	0	0	0
White	80	57	88	79
Two or More Races	86	69	100	94
Socioeconomically Disadvantaged	61	46	82	62
English Learners	52	40	0	0
Students with Disabilities	50	44	80	50
Students Receiving Migrant Education Services				

* 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts							52	54	59
Mathematics							53	54	56

* 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Black or African American						
American Indian or Alaska Native						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16	19.1	60.2

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	1	2	1

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	17	9	9
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino		21	-21
Native Hawaiian/Pacific Islander			
White	11	9	16
Two or More Races	N/D		
Socioeconomically Disadvantaged			-8
English Learners			
Students with Disabilities		8	23

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,233	882	5,307	895	4,683,676	778
Black or African American	13	847	31	869	317,856	696
American Indian or Alaska Native	10		31	873	33,774	733
Asian	97	944	502	945	398,869	898
Filipino	5		30	916	123,245	859
Hispanic or Latino	161	840	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	8		22	848	26,953	764
White	890	882	3,511	903	1,258,831	845
Two or More Races	49	910	294	914	76,766	836
Socioeconomically Disadvantaged	107	808	848	808	2,731,843	726
English Learners	45	885	440	805	1,521,844	707
Students with Disabilities	123	717	618	758	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

All training and curriculum development at Sowers Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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.

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. As needs are identified, training sessions are developed, in keeping with district direction, state frameworks, and recommended curricula.

Training topics cover Thinking Maps, Path to Proficiency for English Learners, technology (document camera) training, differentiated instruction, student data interpretation. Throughout the 2010-2011 school year, math teachers visited other middle schools to observe instruction in algebra classrooms, and collaborated with other district teachers on Best Practices for algebra instruction.

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.

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.