

School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



Isaac L. Sowers Middle

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at 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. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

| School | | District | |
|-------------------------|--------------------------------|-----------------------|----------------------------------|
| School Name | Isaac L. Sowers Middle | District Name | Huntington Beach City Elementary |
| Street | 9300 Indianapolis | Phone Number | (714) 964-8888 |
| City, State, Zip | Huntington Beach, CA, 92646 | Website | www.hbcasd.k12.ca.us |
| Phone Number | 7149627738 | Superintendent | Kathy Kessler |
| Principal | Debra Randall | E-mail Address | Kathy.kessler@hbcasd.k12.ca.us |
| E-mail Address | debbi.randall@hbcasd.k12.ca.us | CDS Code | 30665306089072 |

Principal's Message (2009-10 School Year)

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

Sowers Middle School Vision

Sowers Middle School will prepare students to reach their potentials, both academically and socially, by providing ample opportunities for growth. Students will experience an academically challenging and supportive learning environment, and experience elective courses and extracurricular activities to allow for individual preferences and the learning of new experiences.

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 conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve their best. PBIS (Positive Behavior Interventions and Support) is a strong program, recognizing the positives in our students. Reward coupons are handed out frequently to "catch students being good" and then weekly drawings are held to recognize and give community-donated rewards. There is also a Viking of the Month recognition from each teacher for academic excellence and improvement and effort, and also a Character Counts award by each teacher, for the student who exemplifies the character trait of the month!

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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. PLC's work together for continuous improvement in their students' learning, using common assessments and formative measurements to have on-going monitoring of student progress. PLC members share successful strategies and use teamwork to excel in providing the best possible instruction to our students. 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.

The daily schedule offers a twenty-two minute tutorial period at the end of each day (except for the planning day) for students to reflect on homework assignments, ask questions, or get extra assistance on lessons. Each quarter students' grade point averages are analyzed by the administrative team; Guided Support classes are given to students whose gpa's fall below a 2.0 or C average. This class is in lieu of an elective, in which a credentialed teacher oversees the students' assignments and helps them with their class and homework in order to raise their grade point averages.

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. Teachers collaborate and use innovative research-based strategies such as Thinking Maps, Write to the Future, Path to Proficiency, and Differentiated Instruction. Teachers know that Engaged Students Learning and Active Participation are effective strategies for optimal learning, thus they collaborate on designing lessons using those strategies. Technology is integrated into the instructional process as a means to achieve specific curricular outcomes. Isaac L. Sowers staff values an ongoing process of vertical articulation with their elementary and high school colleagues to ensure a continuum of excellent preparedness from level to level.

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. School Loop, an online interactive program, for teacher-student-parent communication, is used by most teachers to post grades and assignments frequently so that all are apprised of ongoing progress, not only at progress report or report card times.

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 faces many of the same challenges and opportunities confronting schools throughout Southern California. Sowers offer 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

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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 has been assembled helps make Sowers Middle School a school where students enjoy; parents feel support and teachers have the tools to help their students learn. Our instructional team, work collaboratively, under the construct of a Professional Learning Community, 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 student's 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 aid 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.

Parental Involvement (2009-10 School Year)

This section provides information about opportunities for parents to become involved with school activities.

| | | | |
|-----------------------------|----------------|-------------------------------------|--------------|
| Contact Person Name: | Jenny Harrison | Contact Person Phone Number: | 714-962-7738 |
|-----------------------------|----------------|-------------------------------------|--------------|

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.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|---------------------------|---------------------------|---------------------------|---------------------------|
| | 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 | 29 | 4 | 31 | 9 | 26 | 17 | 41 | 8 | Click here to enter text. |

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| | | | | | | | | | | | | |
|-----------------------|----|---|----|----|----|----|----|---|---------------------------|---------------------------|---------------------------|---------------------------|
| Mathematics | 29 | 7 | 25 | 11 | 24 | 16 | 33 | 2 | Click here to enter text. |
| Science | 34 | 0 | 0 | 1 | 32 | 0 | 2 | 0 | Click here to enter text. |
| Social Science | 30 | 3 | 26 | 20 | 29 | 4 | 32 | 5 | Click here to enter text. |

Student Enrollment by Grade Level (2009-10 School Year)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|-------------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 436 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 0 |
| Grade 3 | 0 | Grade 10 | 0 |
| Grade 4 | 0 | Grade 11 | 0 |
| Grade 5 | 0 | Grade 12 | 0 |
| Grade 6 | 405 | Ungraded Secondary | 0 |
| Grade 7 | 349 | Total Enrollment | 1235 |

Student Enrollment by Group (2009-10 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 1.0% | White (not Hispanic) | 71.0% |
| American Indian or Alaska Native | 1.0% | Two or More Races | 4.0% |
| Asian | 7.0% | Socioeconomically Disadvantaged | 10.0% |
| Filipino | 1.0% | English Learners | 2.0% |
| Hispanic or Latino | 12.0% | Students with Disabilities | 8.0% |

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| | | | |
|-------------------------------------|------|-----|----|
| Native Hawaiian or Pacific Islander | 1.0% | n/a | -- |
|-------------------------------------|------|-----|----|

II. School Safety and Facilities

School Safety Plan (2009-10)

This section provides information about the school's comprehensive safety plan.

| | |
|---|---------------------------|
| Date School Safety Plan last reviewed: | Click here to enter text. |
|---|---------------------------|

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, breaks, and before and after school, yard supervisors and teachers 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 plan was last updated in October 2007 and was reviewed with school staff in October 2007.

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. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocations provide the necessary funding for district wide modernization efforts.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| | School | | | District | | |
|------------------------|---------|---------|---------|----------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspension Rate | 10.0% | 4.0% | 7.5% | 5.0% | 2.0% | 4.0% |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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.

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The exterior walls on the main buildings were painted. Portable buildings 4 and 11 received new roofs.

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

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

Planned Improvements (2010-11 School Year)

Two solar arrays located on the field at the edge of the hard court area in the back of the school will provide shade and 167.8 kW DC of power for the site. This project is part of a District-wide energy conservation project financed from energy savings, rebates and California Solar Initiative incentives. The project will result in net savings to the general fund.

All HVAC equipment on the main building pods will be replaced during summer 2011 and roofs repaired. The movable back wall in the mall area will be replaced with a solid wall during summer 2011.

School Facility Good Repair Status (2010-11 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer | X | | | Click here to enter text. |
| Interior: Interior Surfaces (floors, ceilings, walls, and window casings) | X | | | Click here to enter text. |
| Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | X | | | Click here to enter text. |
| Electrical: Electrical Systems (interior and exterior) | X | | | Click here to enter text. |
| Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) | X | | | Click here to enter text. |
| Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior) | X | | | Click here to enter text. |
| Structural: Structural Condition, Roofs | X | | | Click here to enter text. |
| External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds | X | | | Click here to enter text. |

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Overall Summary of School Facility Good Repair Status (2010-11 School Year)

| | Facility Condition | | | |
|--|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | X | | |
| Date of inspection: | March 4, 2011 | | | |
| Completion date of inspection form: | March 25, 2011 | | | |

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

| Subject Area | Textbook Title and/or Publisher | Year of Adoption |
|-------------------------------|---|------------------|
| English-Language Arts | Prentice Hall | 2003 |
| History-Social Science | Teachers' Curriculum Institute | 2007 |
| Mathematics | McDougal Littell - 6-7, Prentice Hall - 7-8 | 2002, 2002 |
| Other | | |

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| | | |
|----------------|-----------------------|------|
| Science | Pearson Prentice Hall | 2008 |
|----------------|-----------------------|------|

Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

| Core Curriculum Area | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0.0% |
| Mathematics | 0.0% |
| Science | 0.0% |
| History-Social Science | 0.0% |
| Foreign Language | 0.0% |
| Health | 0.0% |
| Visual and Performing Arts | 0.0% |
| Science Laboratory Equipment (Grades 9-12) | N.A. |
| Textbook Information Collection Date: | October, 2009 |

Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

| | Yes or No |
|--|-----------|
| Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials | Yes |

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N.A

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and

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history-social science in grades eight, and nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| English-Language Arts | 69.0% | 76.0% | 76.0% | 70.0% | 77.0% | 77.0% | 46.0% | 50.0% | 52.0% |
| Mathematics | 60.0% | 61.0% | 61.0% | 70.0% | 74.0% | 74.0% | 43.0% | 46.0% | 48.0% |
| Science | 75.0% | 83.0% | 83.0% | 75.0% | 82.0% | 82.0% | 46.0% | 50.0% | 54.0% |
| Social Science | 56.0% | 66.0% | 66.0% | 54.0% | 65.0% | 65.0% | 36.0% | 41.0% | 44.0% |

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percentage of Students Scoring at Proficient or Advanced Level | | | |
|---|--|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the District | 77.0% | 74.0% | 82.0% | 65.0% |
| All Students at the School | 76.0% | 61.0% | 83.0% | 66.0% |
| Black or African American | 64.0% | 79.0% | * | * |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 89.0% | 83.0% | 96.0% | 88.0% |
| Filipino | 67.0% | 58.0% | * | * |
| Hispanic or Latino | 74.0% | 53.0% | 84.0% | 65.0% |

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| | | | | |
|--|---------------------------|---------------------------|---------------------------|---------------------------|
| Native Hawaiian or Pacific Islander | * | * | * | * |
| White (not Hispanic) | 75.0% | 59.0% | 84.0% | 64.0% |
| Two or More Races | Click here to enter text. |
| Male | 74.0% | 64.0% | 83.0% | 70.0% |
| Female | 80.0% | 57.0% | 83.0% | 61.0% |
| Economically Disadvantaged | 64.0% | 44.0% | 77.0% | 59.0% |
| English Learners | 46.0% | 50.0% | * | * |
| Students with Disabilities | 47.0% | 43.0% | 56.0% | 22.0% |
| Students Receiving Migrant Education Services | | | | |

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | | | |
| 7 | 10.4 5 | 21.3% | 61.8% |

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2007 | 2008 | 2009 |
|------------------------|------|------|------|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 2 | 1 | 2 |

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

This table displays by student group the actual API changes in points added or lost for the past three years.

| Group | Actual API Change | | |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| | 2007-08 | 2008-09 | 2009-10 |
| All Students at the School | -2 | 17 | 9 |
| Black or African American | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 10 | 8 | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -30 | -- | 21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| White (not Hispanic) | -1 | 11 | 9 |
| Two or More Races | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Socioeconomically Disadvantaged | -- | -- | -- |
| English Learners | -- | -- | -- |
| Students with Disabilities | 17 | -- | 8 |

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

| Group | 2010 Growth API | | |
|-------------------------------------|-----------------|----------|-------|
| | School | District | State |
| All Students at the School | 873 | 889 | 767 |
| Black or African American | -- | -- | 685 |
| American Indian or Alaska Native | -- | -- | 728 |
| Asian | -- | 948 | 889 |
| Filipino | -- | -- | 851 |
| Hispanic or Latino | 861 | 825 | 715 |
| Native Hawaiian or Pacific Islander | -- | -- | 754 |

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| | | | |
|--|-----|-----|-----|
| White (not Hispanic) | 866 | 896 | 838 |
| Two or More Races | -- | 914 | 807 |
| Socioeconomically Disadvantaged | 815 | 800 | 712 |
| English Learners | -- | 791 | 691 |
| Students with Disabilities | 694 | 759 | 580 |

Adequate Yearly Progress

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

- Participation rate on the state’s standards-based assessments in English-language arts (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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2009-10 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| | School | District |
|---|--------|----------|
| Overall | No | No |
| Participation Rate – English-Language Arts | Yes | Yes |
| Participation Rate – Mathematics | Yes | Yes |
| Percent Proficient – English-Language Arts | No | Yes |
| Percent Proficient – Mathematics | No | No |
| API | Yes | Yes |
| Graduation Rate | N/A | N/A |

Federal Intervention Program (2010-11 School Year)

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 (English-language arts 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. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

IV. Teachers & Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------------------------|---------------------------|---------|----------|
| | 2007-08 | 2008-09 | 2009-10 | 2009-10 |
| With Full Credential | 47 | 47 | 47 | 289 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | Click here to enter text. | Click here to enter text. | 5 | 13 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicators | School | | |
|--|---------------------------|---------------------------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Vacant Teacher Positions | 2 | 0 | 0 |
| Total Teacher Misassignments | Click here to enter text. | Click here to enter text. | 0 |

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Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes in Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0 |
| All Schools in District | 100% | 0 |
| High-Poverty Schools in District | Click here to enter text. | Click here to enter text. |
| Low-Poverty Schools in District | Click here to enter text. | Click here to enter text. |

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the 2006-07 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

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, and are used to set achievable benchmarks. Each department meets throughout the year 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 curriculum mapping, standards-based instruction, benchmark assessments, differentiated instruction, student data interpretation, and the writing process. Other issues include the change process, middle school reform, professional learning community, and interpersonal issues such as the PALs, student mediation, and the 40 Developmental Assets. Throughout the 2009-10

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school year, Sowers Middle School staff visited other middle schools to observe activities in interdisciplinary teaming, co-educational physical education, innovative uses of technology, and literacy programs.

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.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

| Indicator | Professional Development Days | | |
|---|-------------------------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| Annual number of school days dedicated to staff development | 3 | 3 | 3. |

Academic Counselors and Other Support Staff (2009-10 School Year)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | N.A. | Click here to enter text. |
| Counselor (Social /Behavioral or Career Development) | .44 | -- |
| Library Media Teacher (Librarian) | N.A. | -- |
| Library Media Services Staff (paraprofessional) | .33 | -- |
| Psychologist | .53 | -- |
| Social Worker | N.A. | -- |
| Nurse | N.A. | -- |
| Speech/Language/Hearing Specialist | 1.4 | -- |
| Resource Specialist (non-teaching) | N.A. | -- |
| Other | N.A. | -- |

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V. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School | 4,333.81 | 554.26 | 3,779.56 | 72,017 |
| District | -- | -- | 1,066.87 | \$73,200.00 |
| State | -- | -- | \$5,681.00 | \$68,212.00 |
| Percent Difference – School and District | -- | -- | 71.8% | 1.6% |
| Percent Difference – School and State | -- | -- | 50.3% | 5.3% |

Types of Services Funded (2009-10 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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 districtwide, 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 (2008-09 Fiscal Year)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and

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compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Range | District | State Average for Districts in the Same Category |
|--|--------------|--|
| Beginning Teacher Salary | \$41,284.00 | \$41,988.00 |
| Mid-Range Teacher Salary | \$77,732.00 | \$68,649.00 |
| Highest Teacher Salary | \$94,808.00 | \$87,156.00 |
| Average Principal Salary (Elementary) | \$116,746.00 | \$109,026.00 |
| Average Principal Salary (Middle) | \$116,112.00 | \$112,489.00 |
| Average Principal Salary (High) | \$0.00 | \$113,872.00 |
| Superintendent Salary | \$215,494.00 | \$181,890.00 |
| Percent of Budget for Teacher Salaries | 45.4% | 42.5% |
| Percent of Budget for Administrative Salaries | 5.7% | 5.5% |

VI. Data and Access

DataQuest

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.