



# Isaac L. Sowers Middle School

9300 Indianapolis Ave. • Huntington Beach, CA 92646 • (714) 962-7738 • Grades 6-8

Adam Knutsen, Principal

aknutsen@hbcasd.us

<https://isms.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Huntington Beach City School District

8750 Dorsett Drive  
Huntington Beach, CA 92646  
(714) 964-8888  
[www.hbcasd.us](http://www.hbcasd.us)

#### District Governing Board

Bridget Kaub

Shari Kowalke

Paul Morrow, Ed. D.

Diana Marks

Ann Sullivan

#### District Administration

Gregory Haulk  
Superintendent

Cynthia Guerrero, Ed.D.  
Assistant Superintendent  
Educational Services

Patricia Hager  
Assistant Superintendent  
Human Resources

### School Description

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

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

#### Beliefs

- **Developmental Awareness:** 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 models the qualities and characteristics they expect to instill in students.
- **Nurturing Learning Environment:** We offer an inviting, safe, and purposeful environment 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 a 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 accomplish 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 on-going process of vertical articulation with 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 departments, 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 1971, 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 seven elementary schools serving approximately 6,800 students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 43 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room (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.

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, pyramids of intervention classes have been designed to help students experiencing difficulty achieving school success. Sowers Middle School also offers CORE areas of English Language Arts and Social Studies in block periods with GATE/Honors classes at all grade levels. Along with our regular math curriculum, an accelerated math program is offered in grades 7th and 8th for eligible students to participate based on district criteria. Services are provided in designated special education programs with a continuum of support which includes co-teaching with one special education and one general education teacher in CORE classes, two special day classes, and guided support in math. We also provide social thinking classes for students with needs in socialization. A school-wide positive behavior system is in place in which all students, staff, and community follow the ISMS Way demonstrating Integrity - Safety - Making Responsible Choices - Showing Respect.

A talented and enthusiastic staff makes Sowers a school where students take pride in learning and growing socially. Parents feel supported and teachers have the tools to help students learn. Our instructional team, work collaboratively under the construct of Professional Learning Communities(PLC) developing and implementing programs that motivate and engage all students. Our teachers care deeply about all aspects of the school programs, participate in shared decision-making, and engage in professional development activities to build skills to meet students' needs, understand the uniqueness of the middle school child, and perform with distinction. Our support staff works together to nurture the intellectual, physical, and emotional capacities of each child. Sowers staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1,056 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 an integral part of the Sowers School community and are welcomed to participate as volunteers in school, speakers, committee members, PTSA, and School Site Council. The local community and family involvement is vital to the success of our educational program at Sowers.

### 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	334
Grade 7	376
Grade 8	382
<b>Total Enrollment</b>	<b>1,092</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
<b>Black or African American</b>	0.4
<b>American Indian or Alaska Native</b>	0.2
<b>Asian</b>	9.1
<b>Filipino</b>	0.5
<b>Hispanic or Latino</b>	14.2
<b>Native Hawaiian or Pacific Islander</b>	0.1
<b>White</b>	64.7
<b>Two or More Races</b>	10.4
<b>Socioeconomically Disadvantaged</b>	16
<b>English Learners</b>	2.1
<b>Students with Disabilities</b>	10.1
<b>Foster Youth</b>	0.4
<b>Homeless</b>	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Isaac L. Sowers Middle School	17-18	18-19	19-20
With Full Credential	44	42	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	2	1

Teacher Credentials for Huntington Beach City School District	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

### Teacher Misassignments and Vacant Teacher Positions at Isaac L. Sowers Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	5
Vacant Teacher Positions	0	0	0

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 2019-20 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Collections Adoption Year 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Glencoe California Math, Courses 1-3 Glencoe Math Accelerated (Grade 7 Accelerated) Glencoe Algebra 1 (Grade 8 Accelerated) Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Prentice Hall - California Science Explorer 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 - History Alive! Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

**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 classrooms. The site also has 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 2019 included replacement of carpet in 2 portable classrooms, new tile in music room, new HVAC system installed in kiln room along with 2 new electric kilns and necessary repairs to existing facilities.

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 27, 2019

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

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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 Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	77	75	75	75	50	50
Math	65	64	69	69	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	13.4	31.5	40.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1079	1065	98.70	75.02
Male	555	550	99.10	70.91
Female	524	515	98.28	79.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	98	100.00	90.82
Filipino	--	--	--	--
Hispanic or Latino	153	150	98.04	69.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	698	689	98.71	73.00
Two or More Races	115	113	98.26	79.65
Socioeconomically Disadvantaged	187	183	97.86	63.93
English Learners	45	45	100.00	60.00
Students with Disabilities	105	101	96.19	34.65
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1079	1065	98.70	64.23
Male	555	550	99.10	65.27
Female	524	515	98.28	63.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	98	98	100.00	86.73
Filipino	--	--	--	--
Hispanic or Latino	153	150	98.04	45.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	698	689	98.71	64.30
Two or More Races	115	113	98.26	72.57
Socioeconomically Disadvantaged	187	183	97.86	49.73
English Learners	45	45	100.00	57.78
Students with Disabilities	105	101	96.19	23.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

School categorical funding, which includes Local Control Funding Formula (LCFF) and Special Education, are resources which are allocated to support under-performing students. Our Parent Teacher Student Association (PTSA) provides monetary support of individual classroom and school-wide instructional materials and programs. For example, PTSA has generously supported the purchase of Chromebook carts and laptops for all teachers (technology), funding for entire grade level field trips (programs), and support of school climate building. 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, Phoenix House/Behavioral Health Intervention Systems, as well as the Outreach Counseling program.

All opportunities are offered to parents in PTSA, School Site Council, District Advisory Committee (DAC), School Committees, Community Forums, and Coffee with the Principal, or by informal invitations through School Loop or school-wide phone calls. Sowers Middle School also publishes a parent information newsletter (The Viking Voice) which compiles information received from staff, administration, and the school community regarding recent or upcoming events, programs, and celebrations. Annually, 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. 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. The data from this survey was disseminated to school leadership teams to use for program changes and shared with the School Site Council, PTSA, and at Coffee with the Principal meetings. Feedback for Sowers Middle School was positive but on-going feedback is implemented to engage parents in the education of their child through more frequent surveys.

**State Priority: School Climate**

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

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 and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; 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 makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

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. An automated external defibrillator (AED) was installed in the administration building and Mall (cafeteria/ student eating area). A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. Proposed improvements to Sowers included modernization of all learning spaces, a new gymnasium, a new STEM lab, and perimeter campus fencing to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	4.8
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	.3

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



#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	26	16	50	15	27	12	43	22	27	10	45	15
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	14	20	4	23	11	18	6	24	11	9	13
Mathematics	23	4	1	4	26	8	14	8	26	6	18	5
Science	30	1	24	4	30		22	6	29	1	22	4
Social Science	28	4	20	4	27	4	18	6	29	4	9	13

\* 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.

#### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Sowers Middle School is committed to providing best first instruction for all students through the implementation of standards-based programs, lessons, and activities that engage students in their learning. Teachers align classroom curriculum to ensure that all students are afforded an opportunity to meet or exceed local and state proficiency levels. In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff. Additionally, staff members are also encouraged to request release time to attend conferences, seminars, or training opportunities that will directly impact their instruction to create the most relevant and engaging learning experiences for our students. 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 Kelly Gallagher (ELA), ELA Textbook Adoption, NGSS training and collaboration, PLC collaboration, and relationship building learning experiences with staff.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities. 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 Viking Leadership Team (shared leadership group), 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 the district's 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 Orange County Department of Education. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. These programs offer additional support and opportunities to new teachers. The program is designed 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.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$45,741
Mid-Range Teacher Salary	\$91,223	\$81,840
Highest Teacher Salary	\$111,275	\$102,065
Average Principal Salary (ES)	\$136,839	\$129,221
Average Principal Salary (MS)	\$125,857	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 for at-risk students.

Each year a portion of 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. New teacher support is provided at the site level through coaching by administrators and colleagues and also with the Orange County Department Education through frequent conferences and subject-related in-service opportunities. These programs assist teachers to expand and deepen their teaching skills, help the school district retain more new teachers, and improve student learning.

Gifted and Talented Education (GATE) Program cluster classes are provided for grades 6 through 8 for GATE identified students. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 5,972.55	\$ 994.19	\$ 4,978.36	\$ 91,941
District	N/A	N/A	\$ 2,179.48	\$ 91,912
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	77.1	-200.0
School Site/ State	-27.9	-200.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.