

Isaac L. Sowers Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Isaac L. Sowers Middle School
Street	9300 Indianapolis Ave.
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 962-7738
Principal	Dr. Renee Polk Johnson
Email Address	rjohnson@hbcsd.us
School Website	https://isms.schoolloop.com/
County-District-School (CDS) Code	30-66530-6089072

2022-23 District Contact Information

District Name	Huntington Beach City School District
Phone Number	(714) 964-8888
Superintendent	Leisa Winston, Ed.D.
Email Address	LWinston@hbcsd.us
District Website Address	www.hbcsd.us

2022-23 School Overview

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

Isaac L. Sowers students will experience an academically challenging and supportive learning environment that 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 model the qualities and characteristics they expect to instill in students.
- **Nurturing Learning Environment:** We offer an inviting, safe, and purposeful environment that is conducive to learning. Parents and staff work together to provide students with the time, support, and encouragement they need to achieve.
- **Supportive Structure and Schedule:** We are organized to promote meaningful professional collaboration with a focus on learning and providing access for all students. Teams are viewed as the building blocks for a strong Professional Learning Community. We place a high priority on protecting instructional and collaborative planning time, maintaining reasonable class size, and providing supportive student services during the regular school day.
- **Standards-based Curriculum:** We will provide a standards based curriculum that can be enriched, extended, and/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 that clearly establishes criteria 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, first Instruction:** We develop and implement a wide array of strategies to optimize student learning. Technology is integrated into the instructional process as a means to achieve specific curricular outcomes. We value an ongoing 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 employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their departments, develop consistent grading

2022-23 School Overview

practices in support of the instructional program. Assessment information is used to guide the learning process, refine instructional plans, and inform parents of their child's academic progress.

- **Emphasis on Active Participation:** We promote active student participation in all course offerings. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in an 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 six elementary schools serving approximately 5,400 students in Huntington Beach. The school facility is well-maintained, and situated in a residential area adjacent to a park. There are 43 classrooms that are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room (room 402), and Physical Education locker rooms. Assemblies, student programs, and large activities are conducted in a spacious interior school mall complete with a 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 before/after school enrichment opportunities, and after school athletics. In addition, intervention classes are offered in order to help students experiencing difficulty achieving school success. Sowers Middle School also offers Honors classes for English Language Arts at all grade levels. Along with our regular math curriculum, an accelerated math program is offered in grades 7 and 8 for eligible students to participate based on district criteria. Services are also provided in designated special education programs with a continuum of support which includes co-teaching with one special education and one general education teacher, specialized academic instruction/course offerings, and guided support in math. We also speech and language support with a full time speech and language pathologist, a full time school psychologist that provides counseling services, and a full time counselor that provides counseling and support. A school-wide positive behavior system is in place where 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 educators work collaboratively on developing and implementing instructional 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 in order to meet students' needs. 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. 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 families are encouraged and welcome to participate as committee members, PTSA members, and School Site Council members. Coffee talks and parent education opportunities are also opportunities where parents are able to be involved and to have their voices heard. The local community and family involvement is vital to the success of our educational programs here at Sowers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	260
Grade 7	240
Grade 8	280
Total Enrollment	780

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.0
Asian	8.6
Black or African American	0.4
Filipino	0.8
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.5
White	64.5
English Learners	2.3
Foster Youth	0.3
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	16.0
Students with Disabilities	12.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	80.42	232.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.94	6.50	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.39	12115.80	4.41
Unknown	4.40	11.64	15.20	5.98	18854.30	6.86
Total Teaching Positions	37.80	100.00	254.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other 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 2022-23 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 used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Collections Adoption Year 2017	Yes	0.0%
Mathematics	Glencoe California Math, Courses 1-3 Glencoe Math Accelerated (Grade 7 Accelerated) Glencoe Algebra 1 (Grade 8 Accelerated) Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
History-Social Science	Teachers' Curriculum Institute - History Alive! Adoption Year 2007	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned 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 classrooms. The site also has portable classrooms added during the 1990's.

The school site has been retrofit with energy efficient interior and exterior lighting.

Sowers has upgraded HVAC MERV 13 air filters per CDC Guidelines.

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

Sowers has been approved to receive: Modernization of all learning spaces, a new gymnasium, a new STEM lab, and perimeter campus fencing to increase student safety.

Year and month of the most recent FIT report

August 24, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	52	N/A	60	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	775	762	98.32	1.68	61.15
Female	354	347	98.02	1.98	66.28
Male	421	415	98.57	1.43	56.87
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	65	98.48	1.52	70.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	55.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	83	81	97.59	2.41	61.73
White	505	496	98.22	1.78	61.09
English Learners	17	16	94.12	5.88	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	128	96.24	3.76	44.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	103	99	96.12	3.88	19.19

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	775	762	98.32	1.68	51.84
Female	354	347	98.02	1.98	48.13
Male	421	415	98.57	1.43	54.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	66	66	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	45.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	83	81	97.59	2.41	51.85
White	505	495	98.02	1.98	51.52
English Learners	17	17	100.00	0.00	23.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	128	96.24	3.76	39.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	103	99	96.12	3.88	13.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	53.16	NT	52.26	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	269	97.46	2.54	53.16
Female	126	122	96.83	3.17	46.72
Male	150	147	98	2	58.5
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100	0	75
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100	0	41.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	30	96.77	3.23	56.67
White	179	173	96.65	3.35	52.6
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	38	95	5	44.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	29	90.63	9.37	17.24

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95	97	97	97	97

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

School categorical funding, which includes Local Control Funding Formula (LCFF) and Special Education, are resources that are allocated to support underperforming students. Our Parent Teacher Student Association (PTSA) also provides additional monetary support for the individual classroom and school-wide instructional materials and programs. For example, PTSA has generously supported our PBIS program, funding for grade level field trips, and support of positive school climate building. 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 Robyne's Nest. Additionally, the HBCSD funds a full-time counselor at Sowers Middle School, 8- 3 hour campus supervisors, and 4 literacy Teachers on Special Assignment (or TOSAs).

Opportunities for parent involvement are offered to parents via PTSA, School Site Council, District Advisory Committee (DAC), School Committees, Community Forums, and Coffee with the Principal, or by informal invitations or surveys via ParentSquare. Sowers Middle School also publishes a weekly parent electronic newsletter (via ParentSquare) which compiles information received from staff, administration, and the school community regarding recent or upcoming events, programs, and celebrations. Parents are proud of the growth Sowers has made in the past, and it is a priority that we focus on continued growth and improvement in the future in order to remain a high-performing school!

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	796	792	110	13.9
Female	366	363	54	14.9
Male	430	429	56	13.1
American Indian or Alaska Native	0	0	0	0.0
Asian	68	67	1	1.5
Black or African American	3	3	1	33.3
Filipino	6	6	0	0.0
Hispanic or Latino	123	120	24	20.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	74	74	4	5.4
White	510	510	76	14.9
English Learners	22	21	5	23.8
Foster Youth	3	3	0	0.0
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	150	149	45	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	107	25	23.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.61	1.14	2.45
Expulsions	0.09	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.46	3.52	0.21	2.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.52	0.00
Female	2.19	0.00
Male	4.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.41	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	3.14	0.00
English Learners	9.09	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

2022-23 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 with 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 during the winter of the 2022-23 school year. The plan was reviewed and updated with staff and School Site Council in early 2023.

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. Planned modernization projects began in Fall 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	11	12
Mathematics	24	11	10	9
Science	28	6	14	7
Social Science	27	4	18	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	21	13	
Mathematics	21	10	18	
Science	22	12	17	
Social Science	20	14	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	15	14	
Mathematics	22	9	15	
Science	23	8	17	
Social Science	23	6	16	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 7,010.87	\$ 1,370.35	\$ 5,640.52	\$ 95,167
District	N/A	N/A	\$ 2,329.96	\$98,407
Percent Difference - School Site and District	N/A	N/A	77.1	-200.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

2021-22 Types of Services Funded

A significant portion of Sowers's 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 is 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 of 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.

Honors course are provided for grades 6 through 8 for students that meet the placement criteria. Instruction within these classes focuses on teaching grade-level standards through the use of Sandra Kaplan's depth and complexity icons. SDC and SAI students are served based on their Individualized Education Program (IEP) goals and services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,654	\$52,641
Mid-Range Teacher Salary	\$86,576	\$83,981
Highest Teacher Salary	\$114,069	\$107,522
Average Principal Salary (Elementary)	\$138,520	\$136,247
Average Principal Salary (Middle)	\$138,898	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$248,500	\$242,166
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 positively 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 State Standards and best practices. Teachers align classroom curriculum to ensure that all students either meet or exceed local and state proficiency levels. Sowers is also committed to professional development. Examples of professional development include: Coaching around the New Art and Science of Teaching (NASOT), Next Generation Science Standards (NGSS) training and collaboration, Math Professional development, Professional Learning Community (PLC) department collaboration, and literacy TOSA training and coaching.

The 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, student, and family survey results, 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, surveys, and staff observation. District goals and objectives that are aligned to the state standards are used to set achievable benchmarks. Each department meets at least monthly to assess and to refine its educational goals. Individual departments, staff, administration, 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 also encouraged to attend subject-specific professional conferences and share what they learn with other staff members. Teachers new to the profession also attend the Orange County Department of Education Induction program. This program offers additional support and opportunities for new teachers. The program is designed to expand and to deepen 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. Professional development for classified staff is geared toward their specialty areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	50	13	23