

# Ethel R. Dwyer 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

<b>School Name</b>	Ethel R. Dwyer Middle School
<b>Street</b>	1502 Palm Ave.
<b>City, State, Zip</b>	Huntington Beach, CA 92648
<b>Phone Number</b>	(714) 536-7507
<b>Principal</b>	Christa Glembocki
<b>Email Address</b>	cglembocki@hbcsd.us
<b>School Website</b>	<a href="https://dms.schoolloop.com/">https://dms.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	30-66530-6028849

## 2022-23 District Contact Information

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

## 2022-23 School Overview

We will provide an environment where students learn about themselves and the world around them, develop their potential, and acquire the skills necessary to become life-long learners.

We envision a school that provides an environment that focuses on high academic instruction and values G.R.I.T., gratitude, responsibility, integrity, and tenacity!

Dwyer Middle School provides a stimulating, quality instructional environment for approximately 1,000 students in the northwest section of Huntington Beach, six blocks from the ocean. The Dwyer staff, over 90 members strong, is dedicated to the mindset that all students can learn and find success. We have created classes that help students achieve this high level of performance. We are confident that with our help, students will master the challenging academic program we have created at Dwyer. We work collaboratively with colleagues, students, and parents to ensure that our academic programs continue to improve. This year we continue our PBIS (Positive Behavior Interventions and Supports) program titled GRIT (Gratitude, Responsibility, Integrity, and Tenacity) and began to develop the social-emotional component of Multi-Tiered Systems and Supports (MTSS). The students were trained school-wide on the expectations of behavior and rewards system, as well as teachers were trained on implementation.

In order to continue to raise the bar for all of our students and to close the gap for students with below-grade-level skills, Dwyer teachers will continue a tiered approach to placing students in CORE language arts/social studies, math, and science. Students are placed in one of five possible literacy skill levels in language arts; one of three possible math supports, and one of two possible skill levels in science - general education science at each grade level, and one general co-taught science for select special education and English learner students. In math, all students are placed at grade level and then supported through an opportunities class taught by all math teachers. We do offer a math class that is taught by special education only for those students with an IEP. Each student is placed according to a multiple measures approach that includes ongoing teacher formative assessment, GPA, SBAC assessments, teacher recommendations, district Benchmark assessments, and collaboratively created teacher assessments. When appropriate, students move between levels as skills improve or intervention is deemed necessary.

Dwyer is a targeted Title I school and therefore supports two major interventions aimed at increasing student academic performance. Dwyer has instituted an after-school tutoring service for all students who sign up to receive it. Students receive

## 2022-23 School Overview

grade-level support from Huntington Beach High School National Honor Society members (through our library-media technician) who help Dwyer students who struggle in all subject areas. The second intervention for the 2022-2023 school year is an "A" block morning period of either PE or special education guided support. What this "A" block allows then is for the Title 1 students to then receive targeted support in their regular school day as well as an elective of their choice. It is an open invitation for all Title 1 students. Currently, we have over 120 students taking part in the "A" block period. We continue to have targeted ELD classes for all students who scored 1-4 on the ELPAC. These classes are grouped around performance level on ELPAC and intervention is focused on moving the students up in their band. The sixth-grade students who scored 1-2 are in a targeted, direct ELD core class while those who scored 3-4 and seventh and eighth graders are in a regular core class with an extra class of targeted, direct ELD instruction. All ELD students receive 45 minutes, daily, of ELD support. This year, Dwyer was able to reclassify 19 students with the summative ELPAC from the 2021-2022 school year and other criteria.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	346
Grade 7	366
Grade 8	374
Total Enrollment	1,086

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.5
American Indian or Alaska Native	0.3
Asian	12.4
Black or African American	0.6
Filipino	1.0
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	9.9
White	48.8
English Learners	7.2
Foster Youth	0.3
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	21.7
Students with Disabilities	11.1



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.80	79.34	232.00	91.08	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	3.32	6.50	2.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.21	1.00	0.39	12115.80	4.41
<b>Unknown</b>	6.80	15.11	15.20	5.98	18854.30	6.86
<b>Total Teaching Positions</b>	45.20	100.00	254.80	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.30	83.58	245.00	92.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.30	8.75	9.00	3.42	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	3.70	2.70	1.03	11953.10	4.28
<b>Unknown</b>	1.90	3.94	8.40	3.20	15831.90	5.67
<b>Total Teaching Positions</b>	49.50	100.00	265.30	100.00	279044.80	100.00

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	0.00
Misassignments	1.50	4.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.50	4.30

## 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	1.00	1.00
Local Assignment Options	0.00	0.80
<b>Total Out-of-Field Teachers</b>	1.00	1.80

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.80	10.50
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

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 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
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Collections Adoption Year 2017	Yes	0.0%
<b>Mathematics</b>	McGraw-Hill - Glencoe California Math, Courses 1-3 McGraw-Hill - Glencoe Math Accelerated (Grade 7 Accelerated) McGraw-Hill - Glencoe Algebra 1 (Grade 8 Accelerated) Adoption Year 2015	Yes	0.0%
<b>Science</b>	Discovery Education- CA NGSS Science Techbook Adopted 2019	Yes	0.0%
<b>History-Social Science</b>	Teachers' Curriculum Institute - History Alive! Adoption Year 2007	Yes	0.0%

### School Facility Conditions and Planned Improvements

Dwyer Middle School built in 1939 and enlarged in 1991 and again in 2020 consists of 43 permanent classrooms, administrative offices, a library/media center, a food commons, and a warming kitchen as well as an auditorium. The new structure completed in the Spring of 2020 is a Gym and 3 STEM classrooms.

This site has two solar arrays on the upper field, in the front of the main building, providing shade for students and the site has been retrofitted with energy-efficient interior and exterior lighting as well as energy-efficient window shades and ceiling fans in all areas.

Recently upgrades made to MERV 13 air filters per CDC guidelines and necessary repairs made to existing facilities continue.

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

**Year and month of the most recent FIT report**

August 17, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	70	N/A	68	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	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
<b>All Students</b>	1095	1066	97.35	2.65	69.61
<b>Female</b>	530	514	96.98	3.02	73.54
<b>Male</b>	563	550	97.69	2.31	66.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	135	132	97.78	2.22	88.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	81.82
<b>Hispanic or Latino</b>	286	278	97.20	2.80	54.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	119	119	100.00	0.00	73.95
<b>White</b>	526	508	96.58	3.42	70.87
<b>English Learners</b>	62	60	96.77	3.23	21.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	258	246	95.35	4.65	47.56
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	111	105	94.59	5.41	21.90

## 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
<b>All Students</b>	1095	1065	97.26	2.74	55.92
<b>Female</b>	530	511	96.42	3.58	52.94
<b>Male</b>	563	552	98.05	1.95	58.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	135	132	97.78	2.22	88.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	63.64
<b>Hispanic or Latino</b>	286	278	97.20	2.80	37.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	119	118	99.16	0.84	58.47
<b>White</b>	526	508	96.58	3.42	56.30
<b>English Learners</b>	62	60	96.77	3.23	18.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	258	247	95.74	4.26	32.39
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	111	105	94.59	5.41	21.15

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	47.95	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
<b>All Students</b>	378	365	96.56	3.44	47.95
<b>Female</b>	195	186	95.38	4.62	46.77
<b>Male</b>	182	178	97.8	2.2	49.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	45	45	100	0	66.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	102	99.03	0.97	30.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	44	97.78	2.22	59.09
<b>White</b>	175	164	93.71	6.29	50.61
<b>English Learners</b>	25	25	100	0	8
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	90	86	95.56	4.44	30.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	35	89.74	10.26	17.14

## 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	85	84	84	84	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

Parents are informed of opportunities here at Dwyer through our communication system, Parent Square. Information is posted regularly to our school website and is included in the weekly newsletter from the principal, The Weekly Jr. Oiler. HBCSD provides parents with a survey in the spring to give feedback about involvement and overall school ratings. We also use ParentSquare as a means of communicating with the parents from the district level and site level. Important training, events, committees, and meetings are pushed out for parents to attend and gain further skills or knowledge or to impart their knowledge and expertise to the district or school. As a result of COVID-19 and parents may participate in school meetings such as Back to School Night, PTA meetings, SSC and ELAC meetings, parent-teacher conferences, etc. via teleconferencing programs such as ZOOM. We have observed an increase in parent participation in meetings due to the flexibility this opportunity has created. We also have the meetings in person as well. Having both opportunities to come in person or to take part in a meeting via ZOOM allows for greater participation for those that might not be able to leave work or home.

The administration and staff at Dwyer Middle School have a deep respect for community input and a coordinated strategic plan has been developed to involve parents and other community members. Every fall, parents are invited to meet teachers at Dwyer's Back-to-School Night and gain an understanding of the vision, expectations, and practices in each class. In the spring, parents and the community are invited to Dwyer's Open House to see a sampling of each student's academic accomplishments. Throughout the year, there are numerous opportunities for parents and community members to team with staff and develop the plans and policies that guide the school in technology, health and safety, drug and tobacco education, and student achievement awards. The Parent Teacher Student Association (PTSA) and the School Site Council (SSC) regularly collaborate with parents to help define school direction. The PTSA and SSC are only two of the many possibilities for parent involvement. At the beginning of the year, parents are given a list of areas on campus where help is needed and appreciated. Typically, the school logs more than 12,000 hours of volunteer service, but as many as 36,000 additional hours have been provided. There are many ways in which community members interact with Dwyer students and offer their support to the school. Students from Huntington Beach High School provide tutoring services; local businesses donate prizes for the positive referral program, and senior citizens volunteer their time to help in the classrooms. Local businesses and organizations sponsor contests in art and writing to strengthen student learning. Parents are often volunteering at our GRIT store, selling many types of items to students who earn GRITcoin as well as helping with the many pop-up sales we have. Dwyer could not have our Haunted Basement night without the help of the parent volunteers. This is one of our biggest fundraising nights where parents turn Dwyer's basement into a haunting event that is better than some Hollywood sets.

## 2022-23 Opportunities for Parental Involvement

Dwyer students participate in numerous community projects planned by the Leadership class and the National Junior Honor Society, and students also become involved in the community through their local congregations. The partnership that exists between the school and the community enhances the educational experience and encourages community involvement and support.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1123	1117	274	24.5
Female	544	541	134	24.8
Male	577	574	139	24.2
American Indian or Alaska Native	3	3	0	0.0
Asian	138	138	7	5.1
Black or African American	7	7	1	14.3
Filipino	11	11	1	9.1
Hispanic or Latino	295	292	94	32.2
Native Hawaiian or Pacific Islander	8	8	1	12.5
Two or More Races	107	107	23	21.5
White	541	538	144	26.8
English Learners	82	82	25	30.5
Foster Youth	6	5	2	40.0
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	279	277	112	40.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	133	52	39.1

## 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	2.60	1.14	2.45
Expulsions	0.00	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	0.51	6.32	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	6.32	0.00
Female	3.49	0.00
Male	9.01	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.61	0.00
White	5.91	0.00
English Learners	10.98	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	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 new Gym/STEM lab. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District-wide modernization efforts. The Dwyer campus was under construction during 2018-19 and 2019-20 with major improvements including the renovation of all learning spaces, infrastructure, additional cameras, a reconfigured office entrance, and additional parking areas. Permanent campus perimeter fencing was completed during Winter 2019 and Spring 2020 to increase student safety.

## 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	30	3	19	11
Mathematics	29	6	18	9
Science	28	3	30	1
Social Science	28	5	20	7

## 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	24	11	19	3
Mathematics	24	13	17	3
Science	26	4	26	2
Social Science	26	8	19	3

## 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	21	14	24	
Mathematics	20	21	16	
Science	23	11	24	
Social Science	22	10	24	

## 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	1086

## 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
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
<b>School Site</b>	\$6,432.52	\$1,142.87	\$5,289.65	\$ 95,882
<b>District</b>	N/A	N/A	\$2,329.96	\$98,407
<b>Percent Difference - School Site and District</b>	N/A	N/A	77.7	-200.0
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.0	-200.0

## 2021-22 Types of Services Funded

Dwyer Middle School staff see themselves as an essential part of the support system for students. Our teachers, classified staff, assistant principals, and the principal join with the school psychologist, nurse, speech and language specialist, and resource specialist to ensure the well-being of students. Dwyer currently has one counselor and one school psychologist that provides individual and group short-term counseling. Student guidance is provided by the assistant principals. The district nurse is scheduled at Dwyer Middle School for two half-days each month. The nurse and health clerk are responsible for student care, health counseling, and record keeping. A consulting agency conducts vision and hearing testing annually. The Student Study Team (SST) meets regularly to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school. In our current pandemic, the district has hired an extra health clerk and extended the hours for our regular health clerk as well as hiring 2 additional custodians to support the health and safety of our staff and students.

The district's special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. Huntington Beach City School District participates in the West Orange County Consortium for Special Education (WOCCSE), which also serves Fountain Valley, Ocean View, Westminster, and Huntington Beach Union High school districts. The consortium allows participating districts to pool special education resources and expertise. Dwyer Middle School offers both Specialized Academic Instruction and Targeted intervention supports in a collaborative model; students receive instruction in the general education classroom with assistance from Special Education teachers and instructional aides; Targeted interventions are also provided within the special education setting taught by a qualified special education teacher.

Dwyer services are funded in a multitude of ways. We receive community donations, general funds, and Title I funding. Students are identified and scheduled into interventions that are funded through Title I federal monies. Dwyer's students below grade level or at-risk of retention have extra funds in many areas. All students who struggle with homework completion are given the opportunity to seek extra help and will be assigned Extended Learning Academy if they have failed to complete a homework assignment in the classroom within the past two weeks. Dwyer sets aside 10% of Title I funding to address the needs of its subgroups by providing professional development to staff and teachers. Professional development programs include supplemental writing program training for collaborative core classes, additional math training so our math teachers can provide intervention math support to struggling students, technology training, and writing training. Part of the Title I budget has also been earmarked for after-school enrichment activities to encourage the engagement of struggling students.

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

## Professional Development

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development offerings. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analysis, 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. A minimum of 10 professional development days were available and held during the school year which involved curriculum based training for Discovery Education (NGSS), Creating with Canva, math, Second Step, Canvas Studio, Tech Refresher, Marzano's New Art and Science of Teaching, and Thrivers.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Dwyer Middle School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts by utilizing the district's Literacy TOSAs for job-embedded professional development which include co-planning lessons and units of study, modeling and feedback of instructional reading strategies, data analysis of local assessments for target instruction, and professional learning communities.

On-going examination and modification of practice are essential to professional growth. The primary purpose of professional development is to directly improve teaching and learning for all children. A portion of Dwyer Middle School's categorical program budget is allocated in the School Plan for Student Achievement (SPSA) for professional development activities to support improved instruction. Focus areas for staff development include technology in the classroom, writing for students below grade-level with Units of Study, reading in every subject area, and using a variety of instructional strategies to meet all learning styles. Staff members attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. 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 Orange County Department of Education Induction 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.

Staff members on campus collaborate in Professional Learning Communities (PLC) at the site and district level. At the site level, there are departmental, whole staff and leadership level opportunities for teachers to design, implement and evaluate best practices and data that drives instruction. Course offerings are determined by student needs and offered by highly qualified and credentialed teachers. The administration observes and evaluates the curriculum and instruction of each teacher in the classroom. All staff members work together to improve the learning of all students at Dwyer Middle School.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	13	18