



# Isaac L. Sowers Middle School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Huntington Beach City School District

20451 Craimer Lane  
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www.hbcasd.us

#### District Governing Board

Shari Kowalke

Bridget Kaub

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Superintendent

Jennifer Shepard  
Assistant Superintendent  
Educational Services

Deborah Cockrell  
Assistant Superintendent  
Human Resources

Jon M. Archibald  
Assistant Superintendent  
Administrative Services

### Sowers Middle School Vision

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

### Sowers Middle School Beliefs

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 is one that is inviting, safe, and purposeful which is conducive to learning. Parents and staff will work together to provide students with the time, support, and encouragement they need to achieve.

Supportive Structure and Schedule - We are organized to promote meaningful professional collaboration with a focus on learning and providing access for all students. Teams are viewed as the building blocks for a strong Professional Learning Community. We place a high priority on protecting instructional and collaborative planning time, maintaining reasonable class size and providing supportive student services during the regular school day.

Standards-based Curriculum - We will provide a core curriculum that can be enriched, extended, or differentiated to meet the individual learning needs of students. Education in the fine and practical arts, physical education, and language are valued as integral parts of the instructional program. We will provide a standards-based learning environment which clearly establishes criterion for subject mastery and identifies what students will know and be able to do as a result of completing the instructional program. The scope and sequence of the curriculum will reflect a continuum of offerings that challenge all students.

Focus on Best Practices of Instruction - We will develop and implement a wide array of strategies to optimize student learning. Technology will be integrated into the instructional process as a means to achieve specific curricular outcomes. We value an ongoing process of vertical articulation between elementary and high school colleagues to ensure a continuum of instruction.

Clarity of Assessment Goals and Practices (Progress Indicators) - We will employ a variety of methods to measure the learning progress of every student. Teachers, in collaboration with their department, will develop consistent grading practices in support of the instructional program. Assessment information will be used to guide the learning process, refine instructional plans, and inform parents of their child's academic progress.

Emphasis on Active Participation - We will promote active student participation in co-curricular programs. The middle school years offer students their first real opportunity to enjoy a range of extracurricular activities, engage in exploratory study, and participate in the performing arts. We recognize the potential of these programs to enhance the health and fitness of young adolescents, improve academic performance, and build positive links between school, families, and the local community.

Sowers Middle School opened in 1972, as a 6th through 8th grade middle school. The school is located in a city characterized by miles of beautiful Pacific shoreline, bicycle paths, parks, and an ecological preserve. Sowers is one of two middle schools and seven elementary schools serving over almost seven thousand students in Huntington Beach. The school facility is attractive, well-maintained, and situated in a residential area adjacent to a park. There are 44 classrooms which are allocated for general, elective, and special education classes and support services. The school also offers a Multipurpose Room, known as the Little Theater (room 402), and separate boys and girls Physical Education locker rooms. Assemblies, student programs, and large activities are conducted in a spacious interior school mall complete with stage and sound system. Technologically, Sowers is fully networked in all classrooms with both hardwired and wireless networking capabilities, two dedicated computer labs, and one mobile lab.

Sowers Middle School faces many of the same challenges and opportunities confronting schools throughout Southern California. Sowers offers a rich elective program along with school clubs, committees and activity groups for students to join. In addition, pyramids of intervention classes have been designed to help students experiencing difficulty at school find success. Sowers Middle School also offers a Gifted and Talented Education (GATE) program in the CORE areas of English Language Arts (ELA) and Social Studies, as well as, a well designed Special Education program comprised of Special Education services along a continuum of support, including co-teaching with one special education and one general education teacher in CORE classes (ELA/Social Studies), one intensive specialized academic instruction class, one pull out specialized academic instruction class, guided support in Mathematics and our Voyager program for students with needs in socialization. Our Mathematics program provides leveled math curriculum with the opportunity for students to take Geometry here at Sowers or more advanced classes in a cooperative program offered by Edison High School.

A talented and enthusiastic staff makes Sowers Middle School a school where students take pride in learning and growing socially. Parents feel supported and teachers have the tools to help their students learn. Our instructional teams, work collaboratively, under the construct of Professional Learning Communities (PLC's), to develop and implement programs which motivate, and engage all learners. Our teachers care deeply about all aspects of the school program, participate in shared decision-making, and engage in professional development activities to build skills to meet student needs, understand the uniqueness of the middle school child, and perform with distinction. Our support staff are personnel who work together to nurture the intellectual, physical and emotional capacities of each student. Sowers staff members are well trained, experienced, and are enthusiastic about meeting student needs. Our Student Body of approximately 1200 regular and special education students represent a cross section of cultural, racial, and ethnic backgrounds, as well as an array of ability levels from the learning handicapped to the intellectually gifted. The virtues of mutual respect and recognition of personal dignity are fostered and nurtured by students and staff. The contributions, achievements, and progress of ALL students are valued and respected. Parents and community are part of the Sowers learning community and are welcomed as volunteers in school, speakers, committee members, through financial aid and support, Parent Teacher Student Association (PTSA), School Site Council (SSC), and English Learners Advisory Committee (ELAC) and are all vital to the success of our educational program.

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 962-7738.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 5	1
Gr. 6	356
Gr. 7	421
Gr. 8	390
<b>Total</b>	<b>1,168</b>

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.6
Asian	7.9
Filipino	0.9
Hispanic or Latino	15.2
Native Hawaiian/Pacific Islander	0.1
White	69.3
Two or More Races	5.3
Socioeconomically Disadvantaged	12.6
English Learners	1.7
Students with Disabilities	6.1

#### A. Conditions of Learning

##### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

Isaac L. Sowers Middle School	12-13	13-14	14-15
Fully Credentialed	45	44	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	4	0
Huntington Beach City School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

#### Teacher Misassignments and Vacant Teacher Positions at this School

Isaac L. Sowers Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	1

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers

##### 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

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 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Prentice Hall Adoption Year 2003</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>McDougal Littell - 6-7 Adoption Year 2002</p> <p>Prentice Hall - 7-8 Adoption Year 2002</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Prentice Hall Adoption Year 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Teachers' Curriculum Institute Adoption Year 2007</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Prentice Hall, Spanish, 2004</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Various music pieces; Plays magazine subscription for reference-current year;</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Sowers Middle School, built in 1971, consists of a main building with five pods including administrative offices, library, stage, multipurpose room, a mall/cafeteria area, locker rooms and 28 classrooms. The site also has 14 portable classrooms added during the 1990's.

This site has a solar array along the athletic fields in the back of the school that provides a shaded area for students and the site has been retrofit with energy efficient interior and exterior lighting.

Improvements during 2014 included new carpet in two portable classrooms, new floor tile in four student restrooms and kitchen, painting of front office, kitchen and trash enclosure, new roofs on two portable classrooms, upgraded HD video surveillance system, and repair of mall floor expansion joints.

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August 26, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	[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]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	86	90	85	86	88	86	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**STAR Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	79	81	80	78	81	80	54	56	55
<b>Math</b>	58	59	64	74	75	79	49	50	50
<b>HSS</b>	80	77	77	72	74	75	48	49	49

\* STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks - Three-Year Comparison**

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	2	1	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	11.5	22.5	59.3

\* 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.

**2013-14 CAASPP Results by Student Group**

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	85
Male	81
Female	89
Black or African American	
American Indian or Alaska Native	
Asian	90
Filipino	
Hispanic or Latino	79
Native Hawaiian/Pacific Islander	
White	86
Two or More Races	90
Socioeconomically Disadvantaged	76
English Learners	
Students with Disabilities	45
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**API Growth by Student Group – Three-Year Comparison**

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	9	3	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-21	12	-18
Native Hawaiian/Pacific Islander			
White	16	5	8
Two or More Races			
Socioeconomically Disadvantaged	-8	43	1
English Learners			
Students with Disabilities	23	-24	13

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement**

Community Involvement

School categorical funding including School Library Improvement Block Grant (SLIBG), Local Control Funding Formula (LCFF), and Special Education are resources which are allocated to the support of under performing students. Our Parent Teacher Student Association (PTSA) provides monetary support of individual classroom and school-wide instructional materials and programs. For example, PTSA generously donated a computer lab and mobile computer lab for students to increase their access to technology. Teachers as well as students from the local high school and universities are available to provide additional support to at-risk students. Community organizations and resources provide additional support to our school and families. These resources include: the Regional Center of Orange County, parent education offerings, and the Huntington Beach Libraries, as well as the Outreach Counseling program.

All opportunities are offered to parents in PTSA, SSC, ELAC, District Advisory Committee (DAC), School Committees or by informal invitations through School Loop or school-wide phone calls. In reviewing data with staff and parents, there is a strong commitment to on-going and continued improvement of our students' performance. Parents are proud of the growth Sowers has made in the past, and it is a priority that we focus on improvement to remain a high-performing school. At the end of the 2013-2014 school year, the district completed a comprehensive survey for all schools. The survey included questions on program, environment, and academics. It also allowed for parents to provide additional feedback. The data from this survey was disseminated to school leadership teams to use for program changes. Feedback for Sowers Middle School was positive.

**State Priority: School Climate**

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

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

**School Safety Plan**

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival to obtain a visitors badge; visitors are required to return to the school office upon departure. Visits are restricted at certain times of the year to minimize classroom disruption during activities such as benchmark and Smarter Balanced Assessment Consortium (SBAC) testing. During lunch and before and after school, playground supervisors, teachers, and administrators supervise students and monitor the campus to ensure a safe and orderly environment. As a proactive measure, the school installed a closed-circuit camera security system. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed and involves outside agencies such as Huntington Beach Police Department and HB Fire Department to coordinate safety practices and inspections. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	4.6	2.0	3.2
Expulsions Rate	0.1	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.33
Psychologist	1.2
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		25	25		29	23		47	43		28	20
English	32.1	29	28	0	5	5	12	11	11	15	13	14
Math	31.3	26	28	0	11	4	19	13	15	15	8	10
Science	31.3	29	29	0	4	1	19	15	19	10	11	9
SS	32.1	29	31	0	5	1	12	11	11	15	13	14

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,507
Mid-Range Teacher Salary	\$77,179	\$67,890
Highest Teacher Salary	\$94,135	\$86,174
Average Principal Salary (ES)	\$115,959	\$109,131
Average Principal Salary (MS)	\$111,974	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$194,670	\$185,462
Percent of District Budget		
Teacher Salaries	46	42
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4189.14	529.81	3659.33	74548
District	♦	♦	1222.48	\$76,696
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			199.3	-2.8
Percent Difference: School Site/ State			-22.0	5.3

### **Types of Services Funded at Isaac L. Sowers Middle School**

A significant portion of Sowers' categorical program budget is allocated for professional development activities to support improved instruction and technology to support student learning. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students.

Each year a portion of Sowers' School/Library Improvement Block Grant (SLIBG) funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

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

### **Professional Development provided for Teachers at Isaac L. Sowers Middle School**

All training and curriculum development at Sowers Middle School revolves around the Common Core State Standards and best practices. Teachers align classroom curriculum to ensure that all students either meet or exceed local and state proficiency levels. Examples of professional development include Direct Interactive Instruction (DII), mathematical practices, Co-Teaching, Peer Assistance Leadership, WEB Training, science, and Depth and Complexity.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation.

The Sowers Middle School staff is continually involved in a process of curriculum development and staff training. District goals and objectives, constructed in keeping with state frameworks, are used to set achievable benchmarks. Each content area, PLC, meets monthly to assess and refine its educational goals.

Individual departments, the Leadership Team, the principal, and the School Site Council continually monitor the school plan. A major component of the school plan is staff development. As needs are identified, training sessions are developed, in keeping with district direction, state frameworks, and recommended curricula.

Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.