

Twin Peaks Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Twin Peaks Middle School
Street	14640 Tierra Bonita Rd.
City, State, Zip	Poway, CA 92064-3032
Phone Number	858-748-5131
Principal	Kelly A. Burke, Ed.D.
E-mail Address	kburke@powayusd.com
Web Site	http://www.powayusd.com/tpms
CDS Code	37682966070866

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Twin Peaks Middle School is located in the City of Poway, California, a diverse suburban community of approximately 53,000. We serve nearly 1,200 students with an ethnic distribution of our student population of approximately 22% Hispanic, 5% Asian, 2% African American, 2% Filipino, 60% Caucasian, and 9% Other. Twin Peaks has a modified rotating block schedule. Each student has a total of six (6) classes per semester, but attends only three classes per day. Each day classes rotate in their order resulting in “even” days and “odd” days. For example, on one day, a student may attend classes 1, 3, 5; the next day, 2, 4, and 6; and the subsequent day, 3, 5, 1, and so on. The modified block schedule allows teachers and students to delve deeply into topics by allowing more time for discussion, labs, guided practice and independent work.

Twin Peaks prides itself as being, “a community working together to build success and inspire every child, every day.” This mission statement is the foundation for our staff's commitment towards continual growth and improvement in instructional design and practices, school safety policies and procedures, and is evident in our overall school culture. To align our school focus with the district 2016-2017 initiatives, our site is emphasizing professional development to strengthen systematic implementation of response to intervention practices and strengthen the overall “student experience” with the goal of equity for all in the implementation on California State Standards in all content areas.

We have two instructional goals for this school year to support writing this year: RACE and AVID Focus Notes. Each of these methodologies provide scaffolding that helps students to demonstrate their understanding of key content in writing across all subject areas (including mathematics).

In addition to our strong instructional program, students have access to a variety of clubs and activities including a comprehensive before and after school program that provides academic support and enrichment activities including cooking classes, robotics, and wrestling.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	363
Grade 7	404
Grade 8	400
Total Enrollment	1,167

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	5.5
Filipino	2.7
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.5
White	60
Two or More Races	6.2
Socioeconomically Disadvantaged	21
English Learners	8.7
Students with Disabilities	12.9
Foster Youth	0.1

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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	48	50	50	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 02/16/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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	Needs resurfacing

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/16/16				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	68	67	72	75	44	48
Mathematics	55	54	65	67	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	368	356	96.7	64.8
	7	400	392	98.0	66.1
	8	396	387	97.7	69.5
Male	6	193	187	96.9	62.0
	7	209	205	98.1	61.0
	8	213	209	98.1	62.7
Female	6	175	169	96.6	67.9
	7	191	187	97.9	71.7
	8	183	178	97.3	77.5
Black or African American	6	--	--	--	--
	7	12	11	91.7	45.5
	8	13	12	92.3	50.0
American Indian or Alaska Native	6	--	--	--	--
Asian	6	16	14	87.5	78.6
	7	27	27	100.0	88.9
	8	24	23	95.8	91.3
Filipino	6	13	13	100.0	53.9
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
Hispanic or Latino	6	78	77	98.7	48.0
	7	95	94	99.0	51.1
	8	78	76	97.4	54.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	218	211	96.8	71.4
	7	232	228	98.3	69.3
	8	240	236	98.3	73.7
Two or More Races	6	25	25	100.0	52.0
	7	23	21	91.3	76.2
	8	26	25	96.2	76.0
Socioeconomically Disadvantaged	6	88	83	94.3	38.5
	7	79	78	98.7	35.9
	8	70	68	97.1	44.1
English Learners	6	42	38	90.5	13.2
	7	29	29	100.0	20.7
	8	29	28	96.5	10.7
Students with Disabilities	6	52	51	98.1	16.0
	7	57	57	100.0	24.6
	8	53	53	100.0	18.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	367	358	97.5	45.0
	7	400	391	97.8	54.5
	8	395	386	97.7	62.3
Male	6	193	188	97.4	45.7
	7	210	205	97.6	54.1
	8	212	208	98.1	61.8
Female	6	174	170	97.7	44.1
	7	190	186	97.9	54.8
	8	183	178	97.3	62.9
Black or African American	6	--	--	--	--
	7	12	11	91.7	27.3
	8	13	12	92.3	33.3
American Indian or Alaska Native	6	--	--	--	--
Asian	6	16	15	93.8	66.7
	7	27	27	100.0	74.1
	8	24	23	95.8	87.0
Filipino	6	13	13	100.0	30.8
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	78	78	100.0	23.1
	7	94	93	98.9	34.4
	8	78	76	97.4	35.5
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	217	211	97.2	51.2
	7	232	228	98.3	59.6
	8	240	236	98.3	69.9
Two or More Races	6	25	25	100.0	48.0
	7	24	21	87.5	66.7
	8	26	25	96.2	68.0
Socioeconomically Disadvantaged	6	88	86	97.7	18.6
	7	79	78	98.7	17.9
	8	69	67	97.1	30.3
English Learners	6	42	41	97.6	7.3
	7	28	28	100.0	17.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	29	28	96.5	10.7
Students with Disabilities	6	51	50	98.0	10.0
	7	57	57	100.0	21.1
	8	53	53	100.0	20.8
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	88	91	90	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	395	382	96.7	89.5
Male	212	205	96.7	87.8
Female	183	177	96.7	91.5
Black or African American	13	11	84.6	90.9
Asian	24	23	95.8	95.7
Hispanic or Latino	78	76	97.4	76.3
White	240	235	97.9	92.8
Two or More Races	26	24	92.3	91.7
Socioeconomically Disadvantaged	69	67	97.1	73.1
English Learners	29	28	96.6	39.3
Students with Disabilities	53	50	94.3	54.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10	26.8	50.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 (School Year 2016-17)

Twin Peaks Middle School is fortunate to have a strong partnership with our parent community. Parents are consistently included on school and district committees in advisory and decision making roles. Some of the areas where parents are involved include School Site Council, PTSA, Foundation, English Learner Advisory Committee, and Band Boosters. Volunteer opportunities include classrooms, library, ASB activities, Book Fair, 6th Grade Olympics, Science Olympiad, field trip chaperones, dances and other school-sponsored events. Parents also serve as Twin Peaks Middle School representatives on District Advisory Committees.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	1.5	0.6	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.2	0.2	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Twin Peaks places strong emphasis on safety for students and staff. Emergency plans are reviewed regularly and amended when needed. Annual training procedures and drills for earthquakes, fire, lockdown, and bus evacuation are held. Feedback and discussion following each of these drills is regular practice in order to constantly evaluate our school safety procedures. All students receive a daily planner with general school information and school rules. Teachers review this information during RAM class with their students. Students and parents are also expected to review the information at home. Additionally, at the beginning of the school year, all students attend an assembly on student expectations. The presentation focuses on the six Character Counts pillars, school rules, and making good decisions. This information is revisited in the spring. Reminders of important student expectations are presented to students throughout the year on the morning student news program (TPMStv).

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	8	5	17	27	7	4	18	20	25	23	11
Mathematics	24	9	11	12	27	7	4	18	21	20	27	8
Science	31	2	8	16	30	2	12	12	21	20	24	12
Social Science	27	6	5	18	28	5	8	15	22	17	21	14

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	600
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.8	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$78,313.01
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	7.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	7.3

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

At Twin Peaks, adult learning is just about as important as student learning. While we do not have regular professional time built into our schedule, the staff is currently looking at different models to carve out more time for teacher professional development next school year.

We currently have two leadership teams: the operational team and the instructional team. Together, the teams along with the counselors and administrators are known as the governance board. Our 2016-2017 emphasis set forward by the governance board is on professional development with the goal to strengthen classroom instruction and build collective practices school wide. Bimonthly, the governance board meets to ensure progress on this charge. Without a professional time day in our current schedule, we have created a professional development training calendar for 2016-2017 that provides quarterly release days for each content and grade level team. Those days are specifically used for ensuring teams design essential questions, learning targets, formative assessments, articulate interventions, and meet with the Response to Intervention TOSA. While this professional time has led to an improvement in instructional alignment, many staff members have shared with the governance board a need for additional time. In response, staff meetings are used to support our professional development and not to disseminate information by and large. The Instructional team coordinates with the AVID team to select WICOR strategies for trainings during staff meetings once a month. The remainder of staff meeting time continues to be time spent discussing issues of alignment, equity, and consistency in curriculum, assessment, and grading. Our professional development is powerful because our teachers are presenting material and learning from each other.

In addition to the formal professional development structure, teachers select an area of special focus for what the Poway Federation of Teachers deems in the contract as "Flex Time." This paid training honors teachers' choice of study and involvement in a collaborative study group. All of our staff have teamed together around these areas: technology, math, and response to intervention. Many teachers are also participating in at least one Teacher Learning Collaborative (TLC) outside of the school day and several are participating in multiple TLCs. Topics of study include the new mathematics curriculum, Rigorous Reading, Discovery Education, the My Connect content management system, SEIS (IEP management system) and more.