

Twin Peaks

2021 School Accountability Report Card



A hard copy of the School Accountability Report Card is available upon request in the school office.

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Twin Peaks
Street	14640 Tierra Bonita Road
City, State, Zip	Poway
Phone Number	(858)748-5131
Principal	Stephen Mills
Email Address	stmills@powayusd.com
School Website	https://www.powayusd.com/en-US/Schools/MS/TPMS/Home
County-District-School (CDS) Code	37682966070866

2021-22 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	mkimphelps@powayusd.com
District Website Address	www.powayusd.com

2021-22 School Overview

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 adolescent learners with an ethnic distribution of approximately 22% Hispanic, 5% Asian, 2% African American, 2% Filipino, 60% Caucasian, and 9% Other. We take pride in 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.

Twin Peaks has a modified block schedule. Each student has a total of six (6) classes per semester, but students attend 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. The modified block schedule allows teachers and students to delve deeply into topics by allowing more time for collaborative discussions, labs, guided practice and independent work. Each Thursday is a late start morning, which allows our staff approximately sixty minutes for professional time during which we come together as a school community to improve our collective practice.

To align our school focus with the District's 2020-2021 initiatives, our site has developed a theory of action focused on increasing student engagement through personalized learning and differentiated instruction. We believe that much of this engagement will be dependent upon the assignment of rigorous learning tasks that are clearly articulated via explicit learning intentions and success criteria. Twin Peaks is a proud Inclusive Practices model school in which all students are treated as general education students first. Students of all ability levels are supported with appropriate scaffolding and opportunities for extended learning. As an AVID Site of Distinction, we value and implement research-based strategies school-wide. These strategies help to ensure that each and every student has equitable access to a rich core curriculum that promotes academic discourse, critical thinking, and inquiry. Our teachers participate in the PUSD Voyager program which provides professional development designed to enhance teachers' ability to integrate technology and collaboration into their classrooms in meaningful ways. These initiatives support the District's vision to create world class learners who are college, career, and life ready.

At Twin Peaks, the student experience is not limited to academics. Students can choose to participate in a variety of clubs and intramural sports, including basketball, golf, wrestling, cross country, lacrosse, flag football and volleyball. They also have access to leadership opportunities such as Where Everyone Belongs (WEB) and ASB.

Twin Peaks believes the development of the whole child is important during the middle school years. The counseling team along with the Student Service Specialist design interactive programs tailored for each grade level and as needs arise. We are a No Place for Hate school and encourage student leaders to take ownership for building a more inclusive school culture.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	375
Grade 7	385
Grade 8	404
Total Enrollment	1,164

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	5.5
Black or African American	1.3
Filipino	2
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	0.1
Two or More Races	11.3
White	55.4
English Learners	5.2
Homeless	3.6
Socioeconomically Disadvantaged	21.4
Students with Disabilities	16.5

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	9/9/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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
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
Health	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roof needs replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1167	NT	NT	NT	NT
Female	546	NT	NT	NT	NT
Male	621	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	289	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	149	NT	NT	NT	NT
White	633	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	82	NT	NT	NT	NT
Military	33	NT	NT	NT	NT
Socioeconomically Disadvantaged	250	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	195	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1166	NT	NT	NT	NT
Female	546	NT	NT	NT	NT
Male	620	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	288	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	149	NT	NT	NT	NT
White	633	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	82	NT	NT	NT	NT
Military	33	NT	NT	NT	NT
Socioeconomically Disadvantaged	250	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	195	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	1192	1089	91.40%	8.60%	61.70%
Female	558	511	91.60%	8.40%	65.60%
Male	633	578	91.30%	8.70%	58.30%
American Indian or Alaska Native	*	*	100.00%	0.00%	0.00%
Asian	61	59	96.70%	3.30%	76.30%
Black or African American	15	15	100.00%	0.00%	73.30%
Filipino	24	23	95.80%	4.20%	65.20%
Hispanic or Latino	296	256	86.50%	13.50%	43.80%

Native Hawaiian or Pacific Islander	*	*	66.70%	33.30%	100.00%
Two or More Races	141	131	92.90%	7.10%	70.20%
White	648	599	92.40%	7.60%	65.60%
English Learners	63	49	77.80%	22.20%	4.10%
Foster Youth	*	*			
Homeless	42	37	88.10%	11.90%	45.90%
Military	34	33	97.10%	2.90%	69.70%
Socioeconomically Disadvantaged	264	225	85.20%	14.80%	38.70%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	209	180	86.10%	13.90%	20.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	1192	1026	86.10%	0.10%	53.60%
Female	558	478	85.70%	0.20%	49.80%
Male	633	548	86.60%	0.20%	56.90%
American Indian or Alaska Native	*	*	100.00%	100.00%	0.00%
Asian	61	53	86.90%	1.60%	75.50%
Black or African American	15	15	100.00%	6.70%	60.00%
Filipino	24	21	87.50%	4.20%	57.10%
Hispanic or Latino	296	247	83.40%	0.30%	34.40%
Native Hawaiian or Pacific Islander	*	*	33.30%	33.30%	100.00%
Two or More Races	141	122	86.50%	0.70%	59.80%
White	648	563	86.90%	0.20%	58.40%
English Learners	63	47	74.60%	1.60%	6.40%
Foster Youth	*	*			
Homeless	42	34	81.00%	2.40%	35.30%
Military	34	28	82.40%	2.90%	53.60%
Socioeconomically Disadvantaged	264	216	81.80%	0.40%	29.20%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	209	174	83.30%	0.50%	16.70%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	400	NT	NT	NT	NT
Female	195	NT	NT		
Male	205	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	100	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	NT	NT	NT	NT
White	210	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	28	NT	NT	NT	NT
Military	14	NT	NT	NT	NT
Socioeconomically Disadvantaged	88	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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, Joint Equity Council with TBES, Mentor Opportunities, and Band Boosters. Volunteer opportunities include classrooms, library, ASB activities, Book Fair, 6th Grade Olympics, Science Olympiad, field trips, dances and other school-sponsored events. Parents also serve as Twin Peaks Middle School representatives on District Advisory Committees. Parents are invited to call the school office for information on how to be involved in any of the listed activities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1190	1181	30	2.5
Female	556	554	11	2.0
Male	633	626	19	3.0
American Indian or Alaska Native	1	1	0	0.0
Asian	61	61	4	6.6
Black or African American	15	15	0	0.0
Filipino	24	24	0	0.0
Hispanic or Latino	295	291	15	5.2
Native Hawaiian or Pacific Islander	3	2	0	0.0
Two or More Races	141	141	1	0.7
White	647	643	10	1.6
English Learners	63	62	6	9.7
Foster Youth	0	0	0	0.0
Homeless	46	44	3	6.8
Socioeconomically Disadvantaged	266	261	15	5.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	210	207	19	9.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.47	0.34	1.43	0.18	3.47	0.20
Expulsions	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.29	1.02	2.45
Expulsions	0.08	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.63	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.46	0.00
English Learners	1.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Twin Peaks Middle School places a strong emphasis on safety for students and staff. Emergency plans are reviewed and amended by the safety committee annually. Throughout the year, procedures and drills for earthquakes, fire, lockdown, and bus evacuation are held. Feedback and discussion following each of these drills is regular practice to constantly evaluate our school safety procedures.

This year's School Safety Plan continues to emphasize a strong implementation of the Anti-Defamation League's No Place for Hate Program. With the leadership of the students, school-wide activities promote inclusion and anti-hate language. As a result, we hope to continue to see the positive trends of a reduction in behavior infractions. Our second goal focuses on before-school safety. We plan to increase supervision and reevaluate supervisory positions.

This year we plan on following the COVID-19 Safety Guidelines provided by PUSD and the California Department of Public Health.

At the start of each school year, students receive a daily planner with general school information and rules. Teachers review this information during RAM class with their students. Parents and students are also expected to review the information at home. Additionally, at the beginning of the school year, administrators visit each RAM class to discuss student expectations, Ram PRIDE, Character Counts pillars, and making good decisions. This information is revisited again in the spring. Student leadership creates PSA presentations that are aired on our student news program (TPMSTV).

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	13	19	5
Mathematics	21	17	12	12
Science	25	8	18	8
Social Science	21	13	21	5

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	7	17
Mathematics	26	9	5	19
Science	27	4	22	4
Social Science	27	6	13	12

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	23	10	19	5
Mathematics	23	14	9	13
Science	25	8	14	10
Social Science	23	11	22	1

2020-21 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	776

2020-21 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)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0
Other	2.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,958.13	1,831.03	6,127.10	79246.58
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-26.5	-6.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-31.8	-6.6

2020-21 Types of Services Funded

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/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,682	\$50,897
Mid-Range Teacher Salary	\$78,590	\$78,461
Highest Teacher Salary	\$107,628	\$104,322
Average Principal Salary (Elementary)	\$140,850	\$131,863
Average Principal Salary (Middle)	\$147,568	\$137,086
Average Principal Salary (High)	\$160,950	\$151,143
Superintendent Salary	\$305,509	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

At Twin Peaks Middle School, we believe that adult learning is the foundation to student learning. We have created a professional development calendar to support adult learning with Friday mornings dedicated to the following: content team collaboration, grade level team meetings, Ram Way/whole staff professional learning, Specialized Academic Instruction (SAI) specific training and teacher discretionary time. In addition, we dedicated three full days to professional development. This valuable time allows for alignment of essential standards, strengthening of interventions and assessments, discussions about students, and time for deep learning about instructional practices.

The focus of our professional learning is around our theory of action. The staff selected an instructional focus of increasing student engagement through personalized learning and differentiated instruction. We believe that if we provide our students with rigorous learning tasks defined by clear learning intentions and success criteria and supported by appropriate scaffolding, then student outcomes will improve. Our leadership team read Fisher, Frey, Amador, and Assof's *The Teacher Clarity Playbook, A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction* to help facilitate this work. This year, our staff has also relied on *The Distance Learning Playbook* by Fisher, Frey and Hattie to help guide our virtual instruction due to COVID-19. Additional professional development is provided through Teacher Learning Cooperatives (TLCs) and the Voyager technology program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	5

Poway Unified

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	mkimphelps@powayusd.com
District Website Address	www.powayusd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18814	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9760	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3249	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03	99.97	--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18813	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9759	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3248	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03		--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.