

Twin Peaks Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2018-19)

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 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 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; 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 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, which is collaboration as grade level, content, or whole staff teams. This professional time supports our commitment to our mission statement, *“A community working together to build success and inspire every child, every day.”*

Twin Peaks is proud to be an AVID School Site of Distinction. AVID School Site of Distinction represents the highest level of AVID implementation fidelity, demonstrating excellence in instructional practice and the promotion of college readiness schoolwide. This distinction represents less than 10% of all AVID middle schools worldwide. AVID ensures equity and opportunities for all students by ensuring teacher implementation of research based instructional practices based in Writing, Inquiry, Collaboration, Reading, and Organization (WICOR). Across all departments, students consistently annotate notes, use the RACE writing format, use focus notes, and MLA. This year’s AVID strategies will introduce students to Costa’s levels of questioning, inquiry structures, and collaborative study groups.

As part of our academic focus, Twin Peaks utilizes an intervention teacher on special assignment (TOSA) to coordinate and collaborate with teachers to provide support for students. Intervention is offered in multiple tiers including at the classroom level, in support electives, and afterschool as Power Hours.

Multiple programs exist so our students can excel. These programs include GATE, RSP, ASD, SDC, and ELL and are designed with the necessary supports. Students also have the opportunities to extend themselves beyond academics and participate in enrichment activities such as Chain Reaction, Builders Club, Robo Rams (Coding, Engineering, and Coding), Mathletes (Mathcounts Competitions) to name a few. Cross country, hockey, and other seasonal sports are often available. Many leadership opportunities are available for Twin Peaks students 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. Twin Peaks emphasizes building a strong school culture, and this year has teamed with the ADL to implement No Place for Hate. Led by students, discussions and activities are brought to the student body to encourage inclusion and decrease use of hateful language. The emphasis is on building positive relationships. By bringing this initiative to campus, we believe we are building capacity in cultural responsiveness.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	413
Grade 7	413
Grade 8	374
Total Enrollment	1,200

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	5.8
Filipino	3.1
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.5
White	58.8
Socioeconomically Disadvantaged	24.1
English Learners	8.8
Students with Disabilities	13.5
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	50	49	49	1625
Without Full Credential	0	0	1	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 03/1/2016

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
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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 (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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	Siding and roofs need to be repaired
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/16/2018	
Overall Rating	Good

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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	63.0	67.0	74.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	54.0	55.0	66.0	67.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1178	1126	95.59	66.70
Male	617	598	96.92	60.37
Female	561	528	94.12	73.86
Black or African American	20	19	95.00	68.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	64	63	98.44	90.48
Filipino	30	30	100.00	63.33
Hispanic or Latino	257	253	98.44	49.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	701	658	93.87	70.21
Two or More Races	84	82	97.62	78.05
Socioeconomically Disadvantaged	280	267	95.36	44.19
English Learners	185	182	98.38	46.70
Students with Disabilities	142	136	95.77	18.38

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,178	1,121	95.16	54.59
Male	617	597	96.76	54.61
Female	561	524	93.4	54.58
Black or African American	20	18	90	44.44
American Indian or Alaska Native	--	--	--	--
Asian	64	63	98.44	88.89
Filipino	30	30	100	60
Hispanic or Latino	257	252	98.05	34.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	701	656	93.58	58.54
Two or More Races	84	81	96.43	60.49
Socioeconomically Disadvantaged	280	268	95.71	32.84
English Learners	185	182	98.38	37.91
Students with Disabilities	142	136	95.77	15.44

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.1	17.7	60.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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. Parents are invited to call the school office for information on how to be involved in any of the listed activities.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.6	2.0	2.8	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.2	0.2	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 also focuses on addressing school culture by adopting a goal around implementing No Place for Hate to increase inclusion and bring awareness around reducing hateful speech and actions. A second goal in our safety plan addresses increasing security by working with our new campus security member and noon duties to increase supervision and reevaluate the placement of our newly installed cameras.

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, assistant principals 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 also creates PSA clips to present throughout the year on safety and expectations to air on the morning student news program (TPMStv).

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	22.0	15	12	11	22.0	13	11	11	20.0	17	17	6
Mathematics	11.0	14	2	1	14.0	9	2		20.0	18	15	8
Science	23.0	10	14	11	27.0	5	9	14	25.0	9	6	17
Social Science	23.0	11	12	12	21.0	14	15	8	22.0	13	10	13

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 2017-18)

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)	2.5	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,180.36	1,397.65	5,782.72	\$74,840.26
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-23.9	-5.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-20.8	-7.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,903
Mid-Range Teacher Salary	\$83,106	\$74,481
Highest Teacher Salary	\$101,917	\$98,269
Average Principal Salary (Elementary)	\$131,931	\$123,495
Average Principal Salary (Middle)	\$143,470	\$129,482
Average Principal Salary (High)	\$151,598	\$142,414
Superintendent Salary	\$287,500	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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 Middle School, we believe that adult learning is foundational to student learning. We have created a professional development calendar that supports adult learning with dedicated Thursday mornings to a rotation of time for collaboration between content teams, grade level teams, the whole staff, and for individual teacher discretionary time. 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. Our professional development is powerful because our teachers are presenting material and learning from each other.

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, and they meet bimonthly. The governance board sought input from staff to set the professional development focus for 2018-2019 to include the following: training around No Place for Hate, AVID WICOR strategies (Inquiry and Costa's higher levels of thinking), response to Intervention, technology (playlists for differentiation, MyConnect...), and content unit and assessment design around standards.

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 our staff have teamed together around these areas: technology, math, and social emotional development, or 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 Cultural Relevant Teaching, Rigorous Reading, Close Reading, TPLES, SEIS (IEP management system) and more.