

Twin Peaks Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	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.
Email Address	kburke@powayusd.com
Website	http://www.powayusd.com/tpms
County-District-School (CDS) Code	37682966070866

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

School Description and Mission Statement (School Year 2019-20)

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 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 during which we come together as a school community to improve our collective practice.

To align our school focus with the District's 2019-20 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 Specialized Academic Instruction (SAI) 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	400
Grade 7	419
Grade 8	410
Total Enrollment	1,229

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	6.9
Filipino	2.4
Hispanic or Latino	21.9
Native Hawaiian or Pacific Islander	0.6
White	58.2
Two or More Races	7.2
Socioeconomically Disadvantaged	24.1
English Learners	7.7
Students with Disabilities	13.4
Foster Youth	0.1
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	49	49	49	1,562
Without Full Credential	0	1	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: 01/16/2020

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

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

Year and month of the most recent FIT report: 06/2019

System Inspected	Rating	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	
Structural: Structural Damage, Roofs	Poor	Siding and roofs need to be repaired
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	67	63	74	76	50	50
Mathematics (grades 3-8 and 11)	55	59	67	70	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1197	1161	96.99	3.01	62.84
Male	636	622	97.80	2.20	56.11
Female	561	539	96.08	3.92	70.63
Black or African American	16	15	93.75	6.25	53.33
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	87.67
Filipino	23	23	100.00	0.00	65.22
Hispanic or Latino	270	265	98.15	1.85	47.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	697	670	96.13	3.87	65.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	97	96	98.97	1.03	72.92
Socioeconomically Disadvantaged	302	289	95.70	4.30	46.18
English Learners	153	150	98.04	1.96	40.27
Students with Disabilities	154	142	92.21	7.79	12.68
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1195	1155	96.65	3.35	59.05
Male	634	616	97.16	2.84	59.74
Female	561	539	96.08	3.92	58.26
Black or African American	16	15	93.75	6.25	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	86.30
Filipino	23	23	100.00	0.00	73.91
Hispanic or Latino	268	261	97.39	2.61	38.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	697	669	95.98	4.02	63.23
Two or More Races	97	95	97.94	2.06	65.26
Socioeconomically Disadvantaged	300	287	95.67	4.33	35.19
English Learners	153	151	98.69	1.31	34.44
Students with Disabilities	154	145	94.16	5.84	12.41
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
7	14.0	16.0	61.2

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

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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	2.8	2.5	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.2	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

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, 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	13	11	11	20	17	17	6	23	13	19	5
Mathematics	14	9	2		20	18	15	8	21	17	12	12
Science	27	5	9	14	25	9	6	17	25	8	18	8
Social Science	21	14	15	8	22	13	10	13	21	13	21	5

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	585.2

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	1.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,175.06	1,351.13	5,823.93	74,291.42
District	N/A	N/A	7,536.45	\$79,082.00
Percent Difference - School Site and District	N/A	N/A	-25.6	-6.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-25.2	-10.4

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		6	6

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 Thursday 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 dedicate six minimum days and 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 is reading 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. Additional professional development is provided through Teacher Learning Cooperatives (TLCs) and the Voyager technology program.