



Twin Lakes Elementary School

3900 Gilman Road • El Monte, CA 91732 • (626) 652-4400 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Mountain View School District

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School Description

Twin Lakes Elementary School, the home of the Comets, is a place where we seek to rise above our challenges with strength and direction. Our school is located in the San Gabriel Valley in the City of El Monte. Twin Lakes Elementary School is a nurturing learning community with approximately 375 students in grades TK to 6th. Our hard-working teachers, staff, and administrator always put students first. Through a caring and safe environment we demonstrate our commitment to high intellectual, social, and personal expectations for all students. We emphasize written expression, balanced nutrition, the performing arts, and caring for our environment through recycling. The Comets' Recycling Club is renowned in our local community, having won the City of El Monte Recycling Award nine times in the last eleven years. A wide variety of educational and extra-curricular events are part of our learning community. These activities include Student of the Month Assemblies, Recycling Club, Red Ribbon Week, Mini Olympics, Reading Is Fundamental (RIF) assemblies, Raising A Reader, Read Aloud Week, Honor Roll, Safety Patrol, STAR BAZAAR, Family Read-Aloud Nights, and Family Engagement Field Trips. We are also fortunate to provide different visual and performing arts sessions from Transitional Kindergarten through fifth grade. Our sixth grade students have dance classes, and have the opportunity to take Introductory Band. During the 2019-2020 school year, Twin Lakes, with the support of the Mountain View School District, initiated a Mandarin Enrichment Program. Our program is intended to provide our Transitional Kindergarten and Kindergarten students with a culturally and linguistically diverse learning environment that will empower them to better meet the future challenges and opportunities of our unique community. Other educational opportunities beyond the school day include THINK Together and Homework Center. These after school programs provide homework support, as well as STEM and arts activities, team sports, and youth development extending the educational program past the instructional day. Both programs are in direct alignment with school and district programs.

At Twin Lakes Elementary School we believe that academic and social skills go hand-in-hand. Our school is in the sixth year of the Positive Behavioral Interventions & Supports (PBIS) framework. This is a statewide evidence-based behavior system which encourages positive interactions in all areas of the school. Our goal is to provide "a safe, responsible, and family friendly environment that promotes positive attitudes with high expectations for social, emotional, and academic success." This program builds on our past work as a Peace Builder School where students were taught the six principles of Peace Building: Praise People, Give Up Put Downs, See Wise People, Notice Hurts, Right Wrongs, and Help Others. For students needing more support we provide counseling services through our full time school counselor, a program that is made available through our district's LCAP funds.

Parents and community members are encouraged to participate in organized activities such as school based parent meetings, where a variety of topics are presented covering school safety, bullying, and curriculum. Parents also have an opportunity to participate in CABE, English Language Development classes, as well as technology and parenting seminars. Parents are an essential part of our advisory panels---SSC, ELAC, SPAC, and DELAC. At Twin Lakes Elementary School, together with our parents, we strive to create a welcoming school environment where all members can create the best learning environment for our students.

Our goal in presenting you with the information within this report card is to keep our community, families, staff and students well informed. We want you to feel part of our "family" so if you have any questions about this report card, feel free to call our school.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	64
Grade 2	42
Grade 3	42
Grade 4	58
Grade 5	42
Grade 6	54
Total Enrollment	376

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	6.1
Filipino	0.8
Hispanic or Latino	92
Socioeconomically Disadvantaged	94.9
English Learners	52.4
Students with Disabilities	9.6
Foster Youth	0.8
Homeless	8.2

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 for Twin Lakes Elementary	17-18	18-19	19-20
With Full Credential	18	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mountain View School	17-18	18-19	19-20
With Full Credential	♦	♦	285
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Twin Lakes Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: December 1, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading Writing Workshop (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Twin Lakes Elementary School was built in 1986. Our school provides a safe, clean environment for students, staff and volunteers. Currently our school serves approximately 375 students spanning Transitional Kindergarten to sixth grade in 17 classrooms. In addition, we have two computer labs, a library, and a multi-purpose room. Classrooms, restrooms and general areas are in good repair and receive basic cleaning on a scheduled basis. Detailed cleaning is done during vacation periods. The District provides maintenance services on a regular schedule, or during emergency situations.

All facilities at Twin Lakes Elementary School site have been inspected and found to be maintained in a manner that is clean, safe, and functional; providing an environment that supports the quality education that Mountain View School District has set for our students. For many years, the SARC has included a reporting element for the safety and cleanliness of facilities. Each year the school is inspected by the Los Angeles County Office of Education. The most recent inspection found the campus in good condition in accordance with the Williams Settlement legislation. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority.

There was a major improvement project undertaken at Twin Lakes School during the 2015-2016 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/16/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles stained (Health Office and Staff Lounge).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	Missing or loose light covers (Boys RR Restroom, Girls RR Restroom, MPR, Rooms 8, 11, 21). Evidence of ants (Boys RR Restroom).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Emergency exit is covered or blocked (Room 29).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracks, trip hazards, holes, or deterioration (Playground).

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	Unsecured items stored too high (Rooms 2, 4, 9, 11, 15, 20). Excessive clutter or trash (Room 20).

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	37	37	40	50	50
Math	27	26	25	28	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	195	98.98	36.92
Male	105	104	99.05	40.38
Female	92	91	98.91	32.97
Black or African American	--	--	--	--
Asian	16	16	100.00	68.75
Filipino	--	--	--	--
Hispanic or Latino	177	175	98.87	34.86
Socioeconomically Disadvantaged	190	188	98.95	36.70
English Learners	133	131	98.50	41.22
Students with Disabilities	28	28	100.00	14.29
Homeless	31	31	100.00	0.00

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	196	99.49	25.51
Male	105	105	100.00	24.76
Female	92	91	98.91	26.37
Black or African American	--	--	--	--
Asian	16	16	100.00	37.50
Filipino	--	--	--	--
Hispanic or Latino	177	176	99.44	25.00
Socioeconomically Disadvantaged	190	189	99.47	24.87
English Learners	133	132	99.25	30.30
Students with Disabilities	28	28	100.00	0.00
Homeless	31	31	100.00	0.00

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.

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 Lakes believes parent involvement is an integral component for student success. Twin Lakes Elementary School encourages parent participation in a variety of ways. All of our parent activities are conducted in English and Spanish to meet the linguistic needs of our school community. Our Parent Advisory Council meetings are held at least five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council (SPAC), English Learner Advisory Council (ELAC), and the School Site Council (SSC). Twin Lakes parents are vital to our decision making process. They are active leaders in our in School Site Council (SSC), District and School English Learner Advisory Committee (DELAC), and our Title I Parent Advisory Committee. The SSC is the primary governing body that meets regularly to review academic programs, instruction, data, and allocate budgets while addressing school-wide concerns. Parents elected to these committees serve a term of two years and may be re-elected for additional terms. In addition to leadership roles in these formal committees, parents volunteer in our classrooms and throughout our school.

Here at Twin Lakes, parent professional development is designed to promote parent engagement in the educational process in order to further enhancing their parenting skills. During the year, parents receive ongoing training through our Twin Lakes Parent assemblies (TPAC) and nightly scheduled activities. These trainings include: Early Literacy workshops, and presentations on Sobrato Early Academic Language Model (SEAL), ELD and ELPAC, SBAC, home Math activities, and Reclassification. Program topics include, "Educational strategies and activities which parents can use at home to help their child," "Fiscal Responsibility," "Saving for College," "Positive Parenting," "CAASPP Testing and Reporting," "Attendance," and "How to Keep Learning Alive in Summer." Parents assist students and staff in our School Site Council, Gardening Project, Recycling Club, Parent Action Team (PAT), and TPAC meetings. In addition, parents are invited to attend workshops developed and presented by parent leaders utilizing the CAFE parent trainer model. Throughout the year, parents support the school by becoming field trip monitors, volunteering in the classrooms, facilitating school events like our Reading Is Fundamental (RIF) assemblies, being part of our school committees and assisting with extra-curricular events.

Twin Lakes has a full-time parent community liaison provided through Title 1 funds, who coordinates parent volunteers and provides assistance to school families with outside resources, uniforms, insurance information, and attendance issues. Our parent involvement activities are linked to student achievement and enhance community support. Parents become knowledgeable in Common Core Standards, PBIS, selected technology programs used at our school, attend family reading and crafts activities in our school library, attend educational family engagement Field Trips, and participate in Family Biliteracy classes. Our community partnerships support our school/parent relationship. We have ongoing partnerships with Los Amigos, Kaleidoscope, Think Together, Lillian Ray, Foothill Family, Pacific Clinics, Elks Club, Hamni Church and the City of El Monte Police Department. Twin Lakes Elementary School has committed school funds to promote and support parent involvement. We encourage all parents to take an active role in their child's education. "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." - Jane D. Hull

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.

School Safety Plan

The safety of students and staff is a top priority at our school. We have systems in place to ensure that all students are physically and emotionally safe and secure. All buildings meet state building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the Mountain View School District are met and carried out on-site by one full-time and three part-time custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly with 24-hour emergency personnel kept on-call. In addition, students attending Twin Lakes Elementary School are constantly under adult supervision. Aside from the supervision by their teachers during class periods, campus monitors watch students during breakfast, recess and lunch times. They are also on campus before students arrive in the morning and ensure bus-loading and parent pick-up safety in the afternoons. All visitors must enter through the office, sign-in and out, and wear a visitor's sticker. Our school is a closed campus, and all gates to the school buildings are locked during normal school hours. There is a camera and a security gate installed in the front of the school. All visitors must notify the office by use of a buzzer prior to entering our campus, enabling office personnel to monitor and ensure that the safest environment is maintained for students.

In further striving to ensure student and staff safety, in collaboration with the Los Angeles County Office of Education and the Mountain View School District, a Comprehensive School Safety Plan was developed and adopted. The plan provides guidance in key elements of safety including child abuse prevention and reporting, safe entering and exiting, safety drill and disaster and discipline procedures. It is discussed, reviewed, and updated with staff and the School Site Council annually, and is available to the public through the school office. The plan is reviewed, revised and approved annually. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Safety drills such as fire, lock down, and earthquake disaster drills are conducted on a regular basis throughout the school year. Annually, Twin Lakes participates in California's Great Shake-Out drill. Teachers' professional development is current and they have been trained in active shooter drills and mandated child report training. After each monthly drill, the principal sends an updated report to the District. An emergency storage bin contains food, water, and other supplies for use during a disaster.

Behavioral expectations, as outlined in the Student Handbook and aligned with our PBIS framework, are followed by all students in all classrooms to provide assurance that the school is making every endeavor to keep students safe from harm. We are very proud of our efforts in reducing our suspension rate. Each academic year, several anti-bullying efforts take place. During the month of October there is a school-wide anti-bullying campaign, aligned with the national campaign, where students write positive messages to each other. The teachers and the school counselor conduct several anti-bullying lessons in the classrooms. Twin Lakes also hosts several anti-bullying assemblies provided by outside resources, as well as through our School Resource Officer through the City of El Monte Police Department. Our counselor works with students one on one and in small groups to increase their leadership skills, as well as their ability to work cooperatively to enhance our safe learning environment and raise student achievement.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	2.2	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.0	3.3	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		3		23		4		19	4		
1	24		2		22	1	1		21	1	2	
2	22		3		23		2		21		2	
3	23		2		22		3		21		2	
4	29		2		29		1		29		2	
5	28		2		28		3		32		1	
6	21	1	2		23		2		32		1	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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+
Mathematics												
Social Science												

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The primary areas of staff development at Twin Lakes and MVSD are ELA, specifically focusing on reading comprehension and writing, Mathematics and English Language Development. These areas were determined based on data from CAASPP, DORA, ADAM and local assessments, as well as staff meetings. Twin Lakes teachers have multiple opportunities for professional development (PD) throughout this school year, as well as the previous school years. Professional development topics have included: implementation of the California Common Core State Standards, Sobrato Early Academic Language (SEAL) Model embedded into ELD - Language Function Walls, Wonders ELA/ELD curriculum, Mathematics - Depth of Knowledge questioning, Write From the Beginning and Thinking Maps, Visual and Performing Arts (VAPA) Integration, Technology in the form of Teacher Technology Leads (TTLs), Positive Behavioral Interventions and Supports (PBIS), the Next Generation Science Standards, and intervention systems like Imagine Learning and Let's Go Learn.

Professional Development is delivered through staff meetings, Professional Learning Communities (PLCs), teacher planning days and sessions, district professional development days and after school workshops, conferences, and webinars. Another component is Data Reflection Sessions where teachers analyze data and discuss best practices. Finally, teachers are supported during implementation through peer coaches, the principal, and district Teachers on Special Assignment (TOSAs).

During the 2018-19 school year the following professional development was offered during multiple sessions. Elementary TK-6 teachers and staff participated in Designated ELD instruction, including small group instruction and academic language strategies. In the areas of mathematics, professional development focused on the domains of Problem Solving and Communication and Reasoning, additional training was provided to support ELD in Mathematics, including classroom structures and engagement, and academic language strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,625	\$45,741
Mid-Range Teacher Salary	\$89,049	\$81,840
Highest Teacher Salary	\$106,483	\$102,065
Average Principal Salary (ES)	\$130,265	\$129,221
Average Principal Salary (MS)	\$136,265	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$208,075	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	36%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Twin Lakes Elementary School utilizes supplemental funds from the state and federal government to meet the diverse academic and socio-emotional needs of our students. The Single Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents annually reviews and revises the plan and our progress toward meeting our goals and following the criteria outlined in our program improvement status. In addition, the School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Learner Advisory Council to update the plan as needed.

Twin Lakes is supported is supported by multiple funding sources from both the State and federal governments. Funds are used to pay for library services and books, the computer lab, classroom computers, instructional supplemental services, health clerk services, supplemental instructional materials, instructional software and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor and technology tech. Parent involvement and education is also paid for by Title I. Such funding sources are titled "categorical" and support programs.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Twin Lakes Elementary School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for Mountain View School District	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,257	\$757	\$6,500	\$97,020
District	N/A	N/A	\$9,903	\$94,271.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-41.5	4.1
School Site/ State	-9.2	18.1

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A

Career Technical Education Programs**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.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.