

Twin Lakes Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Twin Lakes Elementary School
Street	3900 Gilman Road
City, State, Zip	El Monte
Phone Number	(626)652-4400
Principal	Dr. Shane Muetzel
Email Address	SMuetzel@mtviewschools.net
School Website	https://twinlakes.mtviewschools.com/
County-District-School (CDS) Code	California

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2021-22 School Overview

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 735 students in Kindergarten to eighth grade. Our hard-working teachers, staff, and administrators 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. We value student achievement and recognize students through Student Recognition Celebrations, PBIS events, Community Food Distribution at the site, and Performing Arts opportunities for the kindergarten-sixth grade students. 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. Twin Lakes, with the support of the Mountain View School District, continues to offer a Mandarin World Language Program in kindergarten through third grade. Our program is intended to provide our Kindergarten through Second Grade 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 the 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 seventh year of the Positive Behavioral Interventions & Supports (PBIS) framework. This is a statewide evidence-based behavior system that 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 additional 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

2021-22 School Overview

participate in CAFE, English Language Development (ELD) classes, as well as technology and parenting seminars. Parents are an essential part of our school and district advisory panels---SSC, ELAC, SPAC, DELAC, and Donuts with the Principal. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	55
Grade 2	59
Grade 3	53
Grade 4	45
Grade 5	42
Grade 6	96
Grade 7	38
Total Enrollment	439

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	8.4
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
White	0.9
English Learners	40.3
Foster Youth	1.8
Homeless	9.8
Socioeconomically Disadvantaged	97.7
Students with Disabilities	11.2

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	100.0	247.7	96.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.0	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.3	0.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	0.0	0.0	12115.8	4.4
Unknown	0.0	0.0	6.4	2.5	18854.3	6.9
Total Teaching Positions	19.5	100.0	257.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop K-6 (2017) McGraw-Hill California Study Sync ELA and ELD 7-8 (2017)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6-8 (2015)	Yes	0%
Science	Scott Foresman California Science K-6 (2008) Glencoe McGraw/Hill Science 7-8 (2007)	Yes	0%
History-Social Science	Harcourt Reflections K-6 (2007) Holt, Rinehart & Winston 7-8 (2006)	Yes	0%

School Facility Conditions and Planned Improvements

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 735 students spanning Kindergarten to eighth grade. In addition, we have community room, 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.

Year and month of the most recent FIT report

08/26/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room 18 and in Hallway by this room - Ceiling tiles are stained. Room 3 - Loose ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 15 - Unsecured items stored too high.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boy's Restroom Upstairs - Sink/Fountain is not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	240	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	270	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	240	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	76	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

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

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

All Students	286	259	91%	9%	35.9%
English Learners	97	90	93%	7%	12.2%
Socioeconomically Disadvantaged	280	242	86%	14%	35.1%
Students with Disabilities	43	29	67%	33%	0.0%

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

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

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

All Students	286	261	91%	9%	14.6%
English Learners	97	92	95%	5%	3.3%
Socioeconomically Disadvantaged	280	244	87%	13%	13.9%
Students with Disabilities	43	30	70%	30%	3.3%

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	NT	NT	NT	NT
Female	27	NT	NT		
Male	14	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Twin Lakes believes parent involvement is an integral component for student success. Twin Lakes Elementary School encourages parent participation in a variety of ways. Due to distance learning, all parent meetings are held virtually. These meetings are advertised on our school website, our school Facebook page, as well as through phone calls, emails, and text messages sent through our Parent Messenger system. A monthly parent bulletin is sent out electronically letting parents know about parent meetings and school events. Teachers also send out parent messages through their communication platforms. All of our parent activities are conducted in English and Spanish to meet the linguistic needs of our school community. Translation in Vietnamese and Mandarin are also available. Our Twin Lakes Parent Advisory Council (TPAC) 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 have included, "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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	441	36	8.2
Female	216	215	16	7.4
Male	232	226	20	8.8
American Indian or Alaska Native	0	0	0	0.0
Asian	41	39	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	398	393	36	9.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	191	185	17	9.2
Foster Youth	11	11	0	0.0
Homeless	60	60	6	10.0
Socioeconomically Disadvantaged	437	432	36	8.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	55	55	9	16.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.96	0.00	1.79	0.00	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.48	0.93	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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 lunchtimes. 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 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, lockdown, 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. This plan also reflects COVID 19 safety protocols.

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.

This plan is available for public viewing in our school office and on the school website. Our school is currently updating our Safety Plan which will be submitted for School Board approval on or before March 3, 2022.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	21	1	2	
2	21		2	
3	21		2	
4	29		2	
5	32		1	
6	32		1	1

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	22		2	
2	24		2	
3	19	2		
4	32		1	
5	30		1	
6	31		1	
Other	26		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	34		2	1
1	28	1	2	1
2	30	1	2	1
3	35		2	1
4	30	1	1	1
5	28	1	1	1
6	48		2	1
Other	13	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	439

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,257	\$757	\$6,500	\$97,020
District	N/A	N/A	\$9,903	\$99,553
Percent Difference - School Site and District	N/A	N/A	-41.5	-2.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-26.0	12.2

2020-21 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 School Plan for Student Achievement (SPSA) outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council (SSC) is made up of staff and parents. The School Site Council (SSC) 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 (ELAC) to update the plan as needed.

Twin Lakes 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 provides direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor, and technology tech. Parent Involvement and education are also paid for by Title I. Such funding sources are titled "categorical" and support programs.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,448	\$52,060
Mid-Range Teacher Salary	\$92,193	\$84,043
Highest Teacher Salary	\$110,243	\$107,043
Average Principal Salary (Elementary)	\$135,196	\$133,582
Average Principal Salary (Middle)	\$141,196	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$216,240	\$240,628
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Each year professional development is based on student data and teacher needs. 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 input. 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.

Twin Lakes teachers are all fully credentialed and have all received professional development of SBE-adopted instructional materials aligned with the California instructional blueprints and framework. The district offers full 3 days of professional development throughout the school year and teacher-directed professional development the third Tuesday of every month in accordance with the district LCAP plan. Twin Lakes continues to offer additional professional development opportunities through site and district TOSAs, webinars and structured classified and certificated professional development online. Site professional development also occurs through site staff meetings, grade-level collaboration meetings, teacher planning days and sessions, and after school workshops, conferences, and webinars. Another component is Data Reflection Sessions where teachers analyze data and share best instructional practices. Finally, teachers are supported during implementation through peer coaches, the principal, and district Teachers on Special Assignment (TOSAs).

During the 2020-21 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.

Based on the COVID-19 pandemic and Distance Learning, during the 2020-2021 and 2021-2022 school year teachers received continuous professional development on the use of the different technology platforms and programs, including the Google Suite, SeeSaw, Schoology, Imagine Learning, Learning Ally, and other site and district-approved computer-based programs, to better support distance learning. Additionally, the teachers are attending monthly training sessions to help develop classroom culture from the Crisis Prevention Institute. The classified staff has also received professional development on how to use different technology platforms and programs to support teachers, student learning, and parents. Continuous professional development focuses on professional growth and the development of knowledge and skills for all employees resulting in improved student academic performance.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Mountain View School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Mountain View School District
Phone Number	(626) 652-4000
Superintendent	Raymond Andry
Email Address	randry@mtviewschools.net
District Website Address	www.mtviewschools.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3887	9	0.23	99.77	--
Female	1907	5	0.26	99.74	--
Male	1980	4	0.20	99.80	--
American Indian or Alaska Native	--	--	--	--	--
Asian	197	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	3655	9	0.25	99.75	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	1857	4	0.22	99.78	--
Foster Youth	38	0	0.00	100.00	--
Homeless	1276	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3777	9	0.24	99.76	--
Students Receiving Migrant Education Services	73	0	0.00	100.00	--
Students with Disabilities	515	9	1.75	98.25	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3887	11	0.28	99.72	0.00
Female	1907	7	0.37	99.63	--
Male	1980	4	0.20	99.80	--
American Indian or Alaska Native	--	--	--	--	--
Asian	197	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	3655	11	0.30	99.70	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	1857	5	0.27	99.73	--
Foster Youth	38	0	0.00	100.00	--
Homeless	1276	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3777	11	0.29	99.71	0.00
Students Receiving Migrant Education Services	73	0	0.00	100.00	--
Students with Disabilities	515	11	2.14	97.86	0.00

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

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

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

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

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

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