

# Twin Lakes School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2023-24 School Contact Information

<b>School Name</b>	Twin Lakes School
<b>Street</b>	3900 Gilman Road
<b>City, State, Zip</b>	El Monte
<b>Phone Number</b>	(626)652-4400
<b>Principal</b>	Alberto a Alvarez, Ed.D.
<b>Email Address</b>	alberto.alvarez@mtviewschools.net
<b>School Website</b>	<a href="https://twinlakes.mtviewschools.com/">https://twinlakes.mtviewschools.com/</a>
<b>County-District-School (CDS) Code</b>	California

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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, CA. Twin Lakes Elementary School is a nurturing learning community with approximately 649 students in second 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 visual and 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 second-sixth grade students. These activities include Student of the Month Assemblies, Red Ribbon Week, Reading Is Fundamental (RIF) assemblies, Raising A Reader, Read Aloud Week, Honor Roll/Principals List, Safety Patrol, STAR BAZAAR, Family Read-Aloud Nights, educational fieldtrips, PBIS rewards assemblies 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 second through third grade and a Advancement Via Individual Determination (AVID) elective for our 7th and 8th grade students. Our program is intended to provide our second through third 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 opportunities beyond the school day include THINK Together, Homework Center, academic interventions, art club, chess club, the Gay Straight Alliance, and Students Run Los Angeles. Additional after school programs include tennis, soccer, and flag football through the City of El Monte Parks and Recreation Department. Additional after school enrichment courses include Coding, Pottery, and Foreign Languages through the Extended Learning Opportunities Program (ELOP). 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. These 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

## 2023-24 School Description and Mission Statement

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 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 Coffee with the Principal. At Twin Lakes 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	23
Grade 2	48
Grade 3	40
Grade 4	68
Grade 5	79
Grade 6	83
Grade 7	163
Grade 8	178
<b>Total Enrollment</b>	<b>682</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.1%
Asian	6.6%
Black or African American	0.7%
Filipino	0.4%
Hispanic or Latino	91.5%
Native Hawaiian or Pacific Islander	0.1%
White	0.4%
English Learners	40.3%
Foster Youth	0.7%
Homeless	6.7%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	14.4%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.50	100.00	247.70	96.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.16	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.30	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.40	2.49	18854.30	6.86
<b>Total Teaching Positions</b>	19.50	100.00	257.50	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.20	95.52	223.30	81.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.10	0.33	3.00	1.09	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.55	8.90	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.36	1.60	0.60	11953.10	4.28
<b>Unknown</b>	0.40	1.22	38.30	13.91	15831.90	5.67
<b>Total Teaching Positions</b>	36.80	100.00	275.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.50
<b>Total Out-of-Field Teachers</b>	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
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%

<b>Mathematics</b>	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6-8 (2015)	Yes	0%
<b>Science</b>	Scott Foresman California Science K-6 (2008) Glencoe McGraw/Hill Science 7-8 (2007)	Yes	0%
<b>History-Social Science</b>	TCI Social Studies Alive! 1-5 (2018) TCI History Alive! 6-8 (2017)	Yes	0%

## School Facility Conditions and Planned Improvements

Twin Lakes 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**

02/11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Rm 14 - Unsecured items stored too high; Rm 15 - Unsecured items stored too high; Rm 20 - Exteme excessive clutter. Some areas of room are not accessible (Former Extreme Deficiency Resolved: 4/28/22); Rm 21 - Unsecured items stored too high; Rm 23- Unsecured items stored too high; Rm 3- Excessive clutter or trash; Rm 37 - Unsecured appliances; Rm 40 - Unsecured appliances; RM 8 - Excessive clutter or trash; Unsecured items stored too high; Rm 26 - Unsecured items stored too high; Rm 27 - Tall refrigerator on desk unsecured;
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boy's Restroom Upstairs - Sink/Fountain is not working.

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			Rm 17 - Hot melted wax out; P36 - Emergency exit is covered or blocked (Former Extreme Deficiency Resolved 4/28/22)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	26	29	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	15	19	16	17	33	34

## 2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	593	586	98.82	1.18	25.60
<b>Female</b>	278	273	98.20	1.80	30.77
<b>Male</b>	315	313	99.37	0.63	21.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	43	42	97.67	2.33	64.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	539	533	98.89	1.11	22.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	201	198	98.51	1.49	5.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	30	93.75	6.25	20.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	467	460	98.50	1.50	22.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	90	87	96.67	3.33	5.75

## 2022-23 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	593	587	98.99	1.01	19.25
<b>Female</b>	279	275	98.57	1.43	21.09
<b>Male</b>	314	312	99.36	0.64	17.63
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	43	43	100.00	0.00	44.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	539	533	98.89	1.11	16.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	202	201	99.50	0.50	2.99
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	32	100.00	0.00	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	466	460	98.71	1.29	16.74
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	90	87	96.67	3.33	6.90

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.36	13.75	12.28	12.92	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	240	98.36	1.64	13.75
Female	117	113	96.58	3.42	16.81
Male	127	127	100.00	0.00	11.02
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	64.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	224	220	98.21	1.79	9.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	78	77	98.72	1.28	0.00
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	6.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	189	185	97.88	2.12	7.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	2.38

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	1400	100	100	100
Grade 7	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Twin Lakes believes parent involvement is an integral component for student success. Twin Lakes School encourages parent participation in a variety of ways. Parents are encouraged to be involved through a variety of means. Parents can engage through the Twin Lakes Parent Advisory Council (TPAC), Superintendent's Parent Advisory Council (SPAC), English Learner Advisory Council (ELAC), and the School Site Council (SSC). These meetings are advertised on our school website, our school Facebook page, Instagram, 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 enhance 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 CABE parent trainer model. Throughout the year, parents support the school by becoming field

## 2023-24 Opportunities for Parental Involvement

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, AVID, 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 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

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	720	713	162	22.7
<b>Female</b>	336	330	64	19.4
<b>Male</b>	384	383	98	25.6
<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	1	1	0	0.0
<b>Asian</b>	51	50	1	2.0
<b>Black or African American</b>	6	6	5	83.3
<b>Filipino</b>	3	3	1	33.3
<b>Hispanic or Latino</b>	653	648	154	23.8
<b>Native Hawaiian or Pacific Islander</b>	2	1	0	0.0
<b>Two or More Races</b>	0	0	0	0.0
<b>White</b>	4	4	1	25.0
<b>English Learners</b>	292	292	60	20.5
<b>Foster Youth</b>	15	15	5	33.3
<b>Homeless</b>	64	63	20	31.7
<b>Socioeconomically Disadvantaged</b>	664	657	152	23.1
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	110	109	34	31.2

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	7.45	11.81	0.00	2.60	4.02	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.12	0.00	0.00	0.04	0.02	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	11.81	0
<b>Female</b>	10.12	0
<b>Male</b>	13.28	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	1.96	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	12.86	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	10.27	0
<b>Foster Youth</b>	6.67	0
<b>Homeless</b>	20.31	0
<b>Socioeconomically Disadvantaged</b>	12.2	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	19.09	0

## 2023-24 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, 2023.

## 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.



## 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		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6	3	1	
1	12	4	1	
2	13	3	1	
3	13	2	2	
4	18	1	2	
5	14	2	2	
6	17	2	3	
Other	2	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
1	12	1	1	0
2	16	1	2	0
3	13	3	0	0
4	17	2	2	0
5	20	2	2	0
6	17	2	3	0
Other	17	2	0	0

## 2022-23 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	341

## 2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$105,802
Percent Difference - School Site and District	N/A	N/A	-41.5	-3.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-1.4	10.6

## Fiscal Year 2022-23 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 (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 Elementary School is supported by multiple funding sources from both the State and federal governments. Funds are used to pay for library services and books, student 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,158	\$54,046
Mid-Range Teacher Salary	\$96,867	\$84,515
Highest Teacher Salary	\$115,832	\$110,867
Average Principal Salary (Elementary)	\$142,050	\$136,841
Average Principal Salary (Middle)	\$148,050	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$200,000	\$217,473
Percent of Budget for Teacher Salaries	31.85%	32.43%
Percent of Budget for Administrative Salaries	4.31%	5.62%

## Professional Development

Each year professional development is based on student data and teacher needs. The primary areas of staff development at Twin Lakes Elementary School 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: the 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 Elementary School teachers are all fully credentialed and all have received professional development of SBE-adopted instructional materials aligned with the California instructional blueprints and framework. The district offers 3 full 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 2021-22 school year, the following professional development was offered during multiple sessions. Elementary 1-6 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.

Teachers receive 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	