

# Maxson Elementary School

12380 Felipe St. • El Monte, CA 91732 • (626) 652-4500 • Grades K-6

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

### Mountain View School District

3320 Gilman Road  
El Monte, CA 91732-3201  
(626) 652-4000  
[www.mtviewschools.com](http://www.mtviewschools.com)

#### District Governing Board

Jacqueline Saldaña, President

Adam C. Carranza, Vice President

Veronica Sifuentes, Clerk

Christian Diaz, Member

Cindy Wu, Member

#### District Administration

Lillian Maldonado French  
**Superintendent**

John Lovato

**Assistant Superintendent of  
Personnel Services**

Darin De Knikker

**Assistant Superintendent of  
Business Services**

Raymond Andry

**Assistant Superintendent of  
Educational Services**

### School Description

Maxson Elementary is an exciting TK-6 school where children learn, have fun and participate in many events. We encourage early childhood education and house 5 pre-school classes on our campus. Teachers, staff, students and parents all work together to create an atmosphere of "family."

We are "Committed to Excellence", and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

The local community and Maxson Elementary benefit greatly from their collaboration and commitment to each other. We strive to provide a variety of educational and extra-curricular events for our students and families. Some of our activities include: Dia de Los Muertos, Reading is Fundamental Book Give-A-Ways, Red Ribbon Week, Mini-Olympics, Read Aloud Week, Student Council, Coding Club and Staff Appreciation Day, and a variety of study trips and 6th grade promotional activities.

Maxson Elementary School is located in the City of El Monte, in the eastern San Gabriel Valley. The community is highly supportive of the educational climate. El Monte has much more to offer than just 'the mount,' as its name suggests. Local community morale is soaring due to the rapid spread of industry and businesses. Maxson Elementary School serves grades Transitional Kindergarten through sixth, as one of the ten elementary schools in the Mountain View Elementary School District. It is the third oldest school in our district as it was founded in 1948. Maxson Elementary School maintains a commitment to providing a strong instructional program and student academic excellence.

Maxson is a PBIS School. We S.O.A.R Together! PBIS is Positive Behavior Intervention Supports. Maxson Elementary School is committed to creating an environment that encourages and empowers all students to aim high in all areas of their academic, creative, physical, and social skills, building future leaders! At Maxson, our Falcons S.O.A.R.! Each student is expected to Be SAFE, BE ORDERLY, BE ACHIEVERS AND BE RESPECTFUL. We teach students to solve situations using Restorative Justice strategies led by the administration and counselor.

The school seeks to promote parental involvement in the educational process as well as staff members, offering comprehensive programs and guides for the benefit of both students and the parents. Families and community members are encouraged to participate in our organized school activities such as our monthly Family Literacy and Math Evenings, workshops, meetings and Read Aloud Week.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	74
Grade 2	63
Grade 3	69
Grade 4	63
Grade 5	76
Grade 6	80
<b>Total Enrollment</b>	<b>503</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	7
Filipino	0.8
Hispanic or Latino	91.3
White	0.4
Socioeconomically Disadvantaged	94.4
English Learners	61
Students with Disabilities	8.2
Foster Youth	0.8
Homeless	17.9

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Maxson Elementary	17-18	18-19	19-20
With Full Credential	23	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions at Maxson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

### Textbooks and Instructional Materials

Year and month in which data were collected: October, 2019

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

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Maxson Elementary School was originally built in 1948 for a growing student population. Currently, our school serves 512 students spanning the grades from Transitional Kindergarten to Sixth in 20 classrooms. In addition, we have two computer labs, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. In addition, detailed cleaning is completed during vacation periods.

Maxson Elementary School maintains an environment that is conducive to every aspect of the learning process from structural soundness of facilities to discipline procedure. All buildings meet State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the District are met and carried out on-site by one full-time and three part-time custodians. Our buildings provide a safe, clean environment for students, staff and volunteers. All facilities at Maxson Elementary School site have been inspected by the Los Angeles County Office of Education and found to be maintained in a manner that is clean, safe, and functional, and provide an environment that supports the quality education that Mountain View has set for our students. Recently new benches were installed, our playground blacktop was resurfaced and roofs were repaired. We are proud to report that our most recent Williams Facility inspection results showed Maxson School to be a clean and safe school and in "good" repair.

Maxson is a clean and safe environment for all stakeholders. A "deep" cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority. Such repairs are reported to our Maintenance and Operations department via an electronic reporting and monitoring program.

There were no major improvement projects undertaken at Maxson School during the 2017-2018 school year.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	41	37	40	50	50
Math	30	35	25	28	38	39

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

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

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

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	284	284	100.00	40.99
Male	129	129	100.00	37.21
Female	155	155	100.00	44.16
Black or African American	--	--	--	--
Asian	15	15	100.00	53.33
Filipino	--	--	--	--
Hispanic or Latino	261	261	100.00	39.23
White	--	--	--	--
Socioeconomically Disadvantaged	265	265	100.00	41.13
English Learners	196	196	100.00	38.97
Students with Disabilities	21	21	100.00	19.05
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	52	52	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	284	284	100.00	34.51
Male	129	129	100.00	32.56
Female	155	155	100.00	36.13
Black or African American	--	--	--	--
Asian	15	15	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	261	261	100.00	31.80
White	--	--	--	--
Socioeconomically Disadvantaged	265	265	100.00	33.96
English Learners	196	196	100.00	37.24
Students with Disabilities	21	21	100.00	28.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	52	52	100.00	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2019-20)

Maxson Elementary School encourages parent engagement in a variety of ways. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community. Parent Advisory Council meetings are held five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council (SPAC), District and School English Learner Advisory Council (DELAC & ELAC), and the School Site Council (SSC). Maxson parents are also instrumental members of our decision making process by participating in School Site Council (SSC), English Learner Advisory Committee (ELAC), our Title I Parent Advisory Committee (MPAC), and our Parent Action Team (PAT). The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms. Our Parent Action Team (PAT) comprises of parent and staff representatives, who together plans and implements family engagement opportunities that directly support our students' learning goals. These opportunities include, for example, family classes in the area of language arts and mathematics to support student learning of the California Common Core Standards. In addition to these formal committees, parents volunteer in our classrooms, at our school events and chaperone study trips.

Parents are the cornerstone of our school. We promote parental involvement in the educational process and strive to give our parents support with a variety of workshops and classes. Our parents and community members are encouraged to participate in organized activities as well as various committees and councils established to preserve the vital line of communication between the school and the community. During the year, parents received training on literacy, handling personal stress, making healthy choices, parenting and so much more. Parents are involved in our School Site Council, ELAC, PAT and MPAC meetings. If you wish to become involved in the school's activities or simply volunteer to work in a classroom, please contact Maxson's Community Liaison, Maria Chairez at (626) 652-4509.

**State Priority: School Climate**

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

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

**School Safety Plan**

The safety and well-being of your child is our number one priority and that is why Maxson Elementary School maintains a closed, secured campus throughout the instructional day. On a daily basis, the administrator, teachers and other campus supervisors monitor activity and ensure student safety before school, at lunch and after school. The main entrance gate to our school is adjacent to our school office. Before school and after school we have a supervised gate on Bryce Street for students living north of our school campus. This gate is for student entrance and exit only. All adult visitors are required to report to the main office, sign in and receive a visitor's badge before coming on campus.

Students attending Maxson Elementary School are constantly under adult supervision. Aside from the supervision of their teachers during class periods, campus monitors supervise students during recess and lunchtimes. In addition, campus monitors are on the grounds before students arrive in the morning. Custodians also arrive on campus prior to the students to help with traffic flow and check on facility conditions.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed, and updated with staff annually, and is available to the public through the school office; the plan is currently under revision at this time. The School Safety Plan is shared with students during assemblies and parents during parent meetings. Our last update was approved by the School Site Council in February 2019.

Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lock-downs. These disaster drills are practiced on a monthly basis to prepare students, staff and parent volunteers for all emergency situations. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster.

Positive reinforcement through our PBIS program is given for good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognitions. Various activities are available for student participation outside of the standard curriculum to enrich the program, as well as the experience at Maxson Elementary. To further promote a safe environment, students participate in assemblies and class presentations discussing safety and bullying. The El Monte Police Department provides additional support with students and families through our School Resource Officer (SRO) program.

Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	3.9	0.2
Expulsions Rate	0.0	0.0	0.0

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

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

**D. Other SARC Information**

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

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

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	4	1		27		4		20	3	1	
1	24		3		24		3		19	1	3	
2	22	1	2		22		3		21	1	2	
3	27		3		20	2	1		23		3	
4	27		3		23	1	2		31		2	
5	30		3		31		2	1	21	1	2	
6	19	2	2		28		3		24	1	3	
Other**												

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

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
Mathematics												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

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

For the 2018-19 school year, professional development will be provided in the Mathematics, English Language Arts and Social Emotional Learning. Once a month professional development will center around social-emotional learning including PBIS. Staff will also engage in professional development regarding technology integration and continue working with Sobrato Early Academic Language (SEAL) in TK-3rd grade. Additionally the staff will continue to develop multiple assessments to support student academic growth.

Professional development is delivered through school workshops, conference attendance, mentoring, and district wide professional development.



Teachers are supported on an individual basis as well as during Professional Learning Communities at Grade Level, staff meetings and data review meetings to better enhance accounting for 100 percent of our students.

2018-19 - Three Days  
 2017-18- Four Days  
 2016-17 - Four Days  
 2015-16 - Three Days  
 2014-15 Eight Days  
 2013-14 Eight Days  
 2012-13 Three Days

**FY 2017-18 Teacher and Administrative Salaries**

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

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

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,003	\$590	\$6,413	\$90,802
District	N/A	N/A	\$9,903	\$94,271.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-42.8	-2.5
School Site/ State	-10.5	11.5

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

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

**Types of Services Funded**

Maxson Elementary School utilizes funds from the State and federal government to meet the diverse academic and socio-emotional needs of our students. The Single Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents, annually reviews and monitors the plan and our progress towards meeting our goals. The School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Learner Advisory Council to update the plan as needed.

Primarily, our planned expenditures are from two funding sources: Title I (federal funds) and Local Control Funding (State funds). Funds are used to pay for library services and books, the computer lab, classroom computers, supplemental instructional materials and services, health services, instructional software, and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor and technology tech. Additionally, our Title I funds are utilized to support staff development training and parent education/participation opportunities. The balances of the remaining funds are used for instructional materials such as English Language Development units, instructional software and supplemental workbooks.

School funds and the allocation of these funds are vital to running a successful school. These funds are necessary to sustaining the learning climate as well as the quality of the instructional program. Each fund has its own type of restrictions on how the money can be spent and what material can be purchased. Title I funds are called "categorical" funds. The School Site Council reviews and approves the budget each year.

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

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

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

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

### Career Technical Education Participation

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

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

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

\* Where there are student course enrollments.

### Career Technical Education Programs

#### DataQuest

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

#### Internet Access

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

### 2018-19 Advanced Placement Courses

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

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

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