

Maxson Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Maxson Elementary School
Street	12380 Felipe Street
City, State, Zip	El Monte, CA. 91732
Phone Number	(626) 652-4500
Principal	David S. Herrera
Email Address	dherrera@mtviewschools.net
School Website	https://maxson.mtviewschools.com/
County-District-School (CDS) Code	19-64816-6020747

2022-23 District Contact Information

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

2022-23 School Overview

Maxson Elementary is an exciting TK-6th grade 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 “learning” .

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, Academic Language Workshop, Read Aloud Week, Robotics, Student Council, Coding Club, Staff Appreciation Day, and a variety of study trips and 6th grade promotional activities. We also have expanded learning programs opportunities through ELO-P funds, for example offering Spanish and Mandarin classes after school.

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 Kindergarten through Sixth, as one of the 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, student academic excellence and a safe learning environment.

Maxson is a PBIS School (Positive Behavior Intervention Supports). We S.O.A.R Together! 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, ORDERLY, BE ACHIEVERS AND BE RESPECTFUL. We teach students to solve situations using Restorative Justice and CPI strategies led by the administration and counselor.

2022-23 School Overview

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 Family Literacy and Math Evenings, workshops, meetings and our very popular Read Aloud Week.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	71
Grade 2	78
Grade 3	65
Grade 4	83
Grade 5	61
Grade 6	75
Total Enrollment	494

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.4
Asian	5.5
Black or African American	0.0
Filipino	0.6
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	1.6
English Learners	55.7
Foster Youth	1.0
Homeless	6.3
Migrant	0.8
Socioeconomically Disadvantaged	75.3
Students with Disabilities	12.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.30	100.00	247.70	96.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.30	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	6.40	2.49	18854.30	6.86
Total Teaching Positions	20.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 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)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions K-5 (2015) Houghton Mifflin Harcourt Big Ideas Grade 6 (2015)	Yes	0%
Science	Scott Foresman, California Science K-6 (2008)	Yes	0%
History-Social Science	Social Studies Alive (K-5). TCI History Alive (6th Grade)	Yes	0%

School Facility Conditions and Planned Improvements

Maxson Elementary School was originally built in 1948 for a growing student population. Currently, our school serves 465 students spanning the grades from 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 2021-2022 school year.

Year and month of the most recent FIT report

10/7/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	16	N/A	33

2021-22 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
All Students	290	286	98.62	1.38	26.92
Female	144	142	98.61	1.39	26.76
Male	146	144	98.63	1.37	27.08
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	68.75
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	268	264	98.51	1.49	24.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	164	161	98.17	1.83	16.77
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	22.22
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	274	271	98.91	1.09	27.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	2.00

2021-22 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
All Students	290	288	99.31	0.69	17.71
Female	144	144	100.00	0.00	16.67
Male	146	144	98.63	1.37	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	268	266	99.25	0.75	15.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	164	163	99.39	0.61	9.82
Foster Youth	--	--	--	--	--
Homeless	29	28	96.55	3.45	10.71
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	274	272	99.27	0.73	17.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.04	NT	12.28	28.5	29.47

2021-22 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	69	69	100	0	13.04
Female	34	34	100	0	5.88
Male	35	35	100	0	20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	63	63	100	0	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	40	100	0	2.5
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100	0	14.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100	0	6.25

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	94.4%	100%	98.6%	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.

2022-23 Opportunities for Parental Involvement

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, academic language 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 technology, 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, at (626) 652-4509

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	528	226	42.8
Female	269	262	99	37.8
Male	271	266	127	47.7
American Indian or Alaska Native	2	2	1	50.0
Asian	30	30	4	13.3
Black or African American	1	1	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	494	482	218	45.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	9	9	3	33.3
English Learners	304	295	121	41.0
Foster Youth	11	11	6	54.5
Homeless	40	40	19	47.5
Socioeconomically Disadvantaged	472	465	206	44.3
Students Receiving Migrant Education Services	4	4	1	25.0
Students with Disabilities	82	81	42	51.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.19	0.93	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	2.60	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 and after school. 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 MVSD board on March 3, 2022. We also continue to follow the state and local guidelines related to COVID-19.

Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lock-downs. These disaster drills are practiced bi-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. Our school practices Restorative Justice, CPI strategies, and Trauma Informed Practices as an alternate method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of restorative justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down consequences.

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.

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	22		4	
1	21		3	
2	26		3	
3	26		2	
4	29		2	
5	31		1	
6	33		1	
Other	22	1	2	

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	26		3	
1	32	1	2	1
2	28	3		1
3	39		3	1
4	40		2	1
5	44		1	1
6	41		2	1
Other	36	2		1

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	10	4	2	
1	11	3	3	
2	13	4	2	
3	15	3	1	
4	13	4	2	
5	10	5	1	
6	12	4	2	
Other	11	2		

2021-22 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	988

2021-22 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,003	\$590	\$6,413	\$90,802
District	N/A	N/A	\$9,903	\$100,434
Percent Difference - School Site and District	N/A	N/A	-42.8	-10.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-2.8	4.0

2021-22 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) (LCAP-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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$85,859	\$83,981
Highest Teacher Salary	\$110,243	\$107,522
Average Principal Salary (Elementary)	\$135,196	\$136,247
Average Principal Salary (Middle)	\$141,196	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$216,240	\$242,166
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Maxson Elementary teachers are all fully credentialed and have all received professional development on SBE-adopted instructional materials. 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. Other additional professional development opportunities are available through site and district TOSAs, webinars, and structured classified and certificated professional development online and weekly collaboration sessions. Site professional development occurs as needed through site staff meetings and grade-level collaboration meetings.

Each year professional development is based on student data and teacher needs. During the 2021-2022 school year professional development focused on trauma informed practices (Classroom Culture). During the present school year, the priority has included School Safety Training - Active Shooter, Child Abuse Awareness, Mental Health/Self-Care, TCI (History-Social Sciences), and content area professional development. Currently, all certificated staff and some classified staff are being provided on-going Classroom Culture support. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3