

Maya Lin Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Maya Lin Elementary School
Street	825 Taylor St.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4007
Principal	Carrie Berg
Email Address	cberg@alamedaunified.org
School Website	https://mls-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611190126656

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2021-22 School Overview

About Our School

Maya Lin School is a wonderful arts-integrated inquiry learning school that opened in August 2012 in Alameda Unified. Arts-integrated inquiry-based teaching and learning allows students to explore beyond the standards-based foundation delivered through direct instruction. This approach fosters critical thinking, engaged learners, and the ability to demonstrate understanding through multiple modalities. Staff at Maya Lin School complete professional development in integrated learning through the arts. This training provides a common understanding of teaching practices which deepens staff collaboration. The Studio Habits of Mind provide a common vocabulary across the school which touches every curriculum area. These habits include stretching and exploring learning concepts and engaging and persisting when a task becomes challenging. Students understand that learning is a process and making mistakes is part of this process. To support the integration of the arts into the curriculum, students and their classroom teacher spend one hour a week in the art room developing their visual concept of the subject they are studying. This includes studying the work of a diverse group of artists to understand how they have used their art to bring voice to similar ideas. Maya Lin School has dedicated teachers, committed parent volunteers, and a talented support staff all focused on working together to support the development of our future world citizens.

Vision - Students at Maya Lin School are creative, smart, critical thinkers who love art and know they can do anything.

Mission - The mission of Maya Lin School is to provide arts integration and inquiry-based learning. We embrace 21st century learning and the involvement of our community in building a dynamic school environment. We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.

Maya Lin School is a K-5 school with a diverse student population of 448 students in the City of Alameda. Many of the students at Maya Lin live in the neighborhood, while a small percentage come to the school through the district open enrollment process. The arts-integrated inquiry learning focus is based on research from Project Zero at Harvard University. Teaching staff use the Common Core standards to create integrated units allowing students to demonstrate their understanding of learning concepts in multiple ways. An Inquiry approach to instruction – providing opportunities for student to form their own questions regarding a topic - supports critical thinking and connections to their world.

We are fortunate to have an active school community and PTA supporting our mission and vision. Funds from our PTA are used for field trips, teacher grants, additional staff time and learning, and intervention. They also hold community events throughout the year where families have the opportunity to spend time together, have fun, and contribute to the school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	70
Grade 2	73
Grade 3	75
Grade 4	74
Grade 5	77
Total Enrollment	438

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	13.2
Black or African American	5
Filipino	5
Hispanic or Latino	16.9
Two or More Races	17.1
White	39
English Learners	8.4
Homeless	0.2
Socioeconomically Disadvantaged	22.6
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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	90.8	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.2	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	5.0	17.8	3.3	12115.8	4.4
Unknown	0.0	0.0	14.2	2.6	18854.3	6.9
Total Teaching Positions	23.9	100.0	539.2	100.0	274759.1	100.0

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

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

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.1
Total Out-of-Field Teachers	1.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0
Foreign Language	N/A	Yes	0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

Maya Lin Elementary School was built in 1955 on a 2.64 acres site. The building area is 52,210 sf. The school was modernized in 2018. The play yard had a new coat of slurry in 2019. The school is fairly clean.

Year and month of the most recent FIT report

11/4/2021

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			Kitchen: Floor needs needs to cleaned and replaced
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library: Water intrusion from walls, needs to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	117	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	34	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	NT	NT	NT	NT
White	90	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	60	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	117	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	34	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	NT	NT	NT	NT
White	90	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	60	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

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

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

All Students	223	202	90.6%	9.4%	63.4%
Female	107	101	94.4%	5.6%	61.4%
Male	116	101	87.1%	12.9%	65.3%
Asian	28	26	92.9%	7.1%	38.5%
Black or African American	16	12	75.0%	25.0%	25.0%
Filipino	7				
Hispanic or Latino	35	29	82.9%	17.1%	48.3%
Two or More Races	40	37	92.5%	7.5%	62.2%

White	89	85	95.5%	4.5%	82.4%
English Learners	18	15	83.3%	16.7%	20.0%
Foster Youth	1				
Homeless	1				
Military	1				
Socioeconomically Disadvantaged	1				
Students with Disabilities	47	34	72.3%	27.7%	14.7%

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

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

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

All Students	223	213	95.5%	4.5%	27.7%
Female	107	104	97.2%	2.8%	24.0%
Male	116	109	94.0%	6.0%	31.2%
Asian	28	26	92.9%	7.1%	23.1%
Black or African American	16	14	87.5%	12.5%	7.1%
Filipino	7				
Hispanic or Latino	35	33	94.3%	5.7%	9.1%
Two or More Races	40	38	95.0%	5.0%	36.8%
White	89	88	98.9%	1.1%	33.0%
English Learners	18	17	94.4%	5.6%	5.9%
Foster Youth	1				
Homeless	1				
Military	1				
Socioeconomically Disadvantaged	1				
Students with Disabilities	47	40	85.1%	14.9%	7.5%

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	NT	NT	NT	NT
Female	39	NT	NT	NT	NT
Male	36	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	12	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	NT	NT	NT	NT
White	23	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

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.

2021-22 Opportunities for Parental Involvement

Parents and family members are a critical part of Maya Lin School's success. Classroom parent/guardians may coordinate family communications for a class, volunteer to help with the classroom reading program, work with students in the school garden, provide another pair of hands for an art project, or chaperone on a field trip. Our community also provides a resource of talents to the school including working on a design for additional green space, volunteering for specific curriculum projects, and sharing artistic talents through student assemblies and workshops. The Maya Lin PTA helps to organize parent/guardian volunteers both for the classroom and major schoolwide fundraising and community events like the Jogathon, Harvest Haunt and Field Day.

Parents/Guardians participate in the leadership of the school through the School Site Council, English Language Advisory Committee and our PTA. They also provide input to our school programs and identify areas of growth through their participation in the AUSD School Smarts Parent Academy and the Maya Lin Social Justice and Equity Committee. To volunteer at our school, please call the office staff at (510) 748-4007.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	457	451	21	4.7
Female	228	225	13	5.8
Male	229	226	8	3.5
American Indian or Alaska Native	0	0	0	0.0
Asian	62	61	2	3.3
Black or African American	23	23	8	34.8
Filipino	23	23	2	8.7
Hispanic or Latino	77	77	4	5.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	76	76	2	2.6
White	180	175	3	1.7
English Learners	47	46	4	8.7
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	105	105	15	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	66	6	9.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.22	2.62	0.09	3.47	0.20
Expulsions		0.00	0.01	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.00	0.00
Male	0.44	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	1.30	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	0.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Student and staff safety is an ongoing focus at Maya Lin School. Staff and parent volunteers monitor the school grounds before and after school, at recess, and at lunch time. Positive Behavior Interventions Systems are used at our school to reinforce students making good choices about their actions. Schoolwide behavior expectations and rewards are consistently implemented across K-5 classrooms. The Toolbox Character Education curriculum teaches students foundational coping and problem-solving strategies. Behavior expectations and Toolbox concepts are reinforced each day during our Morning Opening Ceremony attended by staff, students and community members. Student successes are acknowledged and celebrated. Staff and grade level meeting time is used to reinforce the rules and discuss strategies to support students using their personal Toolbox tools, which are posted in all classrooms. The playground area is fully fenced. Visitors to Maya Lin School enter through two doors on each side of the building. After the start of school, all visitors must come through the office doors to access the school grounds. Visitors sign in at the office and obtain a visitor's badge. The School Safety plan is reviewed throughout the year and refined based on information from drills. The plan includes maps, procedures, and staff expectations for fire, earthquake, and lockdowns. We share the plan with staff annually and explain the roles and responsibilities for staff members during an emergency. We hold drills throughout the school year for fire, earthquakes, and/or intruders. Prior to the drills, staff members review the procedures with students. Following the drills, both students and staff reflect on our performance and modify our plans are modified according to this information. Key components of the school emergency response is also posted on the Maya Lin School website.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

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

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

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	24		3	
1	25		3	
2	25		3	
3	24		3	
4	24		3	
5	31		2	
6				
Other	11	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	12	5	1	
1	14	5		
2	14	3	2	
3	18	2	2	
4	18	2	2	
5	18	2	2	
6				
Other	8	2		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.97
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,373.54	\$5,781.59	\$8,591.94	\$78,689.72
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	3.4	-0.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	1.7	-2.9

2020-21 Types of Services Funded

Maya Lin School is an arts-integrated inquiry learning program providing students the structure to explore beyond the standards based foundation delivered through direct instruction. Alameda Unified provides innovation funds to the school to support an art teacher. Expanded Learning Opportunities Grant (ELOG) also pays for support for staff arts integration training.

Each elementary school in Alameda Unified is provided a half time Intervention Lead. Through the Expanded Learning Opportunities Grant (ELOG), Maya Lin School allocates funding for additional time for our Intervention Lead to coordinate intervention services and work with students on foundational reading skills.

The school also receives After School Education and Safety funding. The Bay Area Music Project is the onsite ASES provider. This program uses the El Sistema model of instruction to provide students the opportunity to learn a musical instrument, develop vocal skills and study musical theory. Students are also provided academic support to complete homework and classroom projects.

The Maya Lin PTA provides support to our school through ongoing fundraising. These funds are used to increase the daily hours of our health clerk, reading and math intervention, arts integration teacher workshop, social-emotional learning and supports, and a mini grant for each teacher for classroom materials.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,006	\$51,029
Mid-Range Teacher Salary	\$74,339	\$78,583
Highest Teacher Salary	\$97,088	\$99,506
Average Principal Salary (Elementary)	\$128,153	\$124,576
Average Principal Salary (Middle)	\$124,728	\$131,395
Average Principal Salary (High)	\$141,835	\$144,697
Superintendent Salary	\$230,000	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Primary areas of focus for professional development at Maya Lin School are the integration of art into the curriculum to support student understanding. The other 2 focus areas are the development of foundational reading skills as well as culturally-responsive teaching practices. Student data including qualitative and quantitative data are used to inform an ongoing reflection on teacher practice. Professional development is a combination of district provided trainings and site based sessions led by site based coaches and the administration. Individual coaching is available to staff to support the implementation of arts integrated learning. Staff are also provided with curriculum resources and implementation support during the implementation of reading intervention materials with small groups in the classroom.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Alameda Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

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

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

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

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

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

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