

# Maya Lin Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

## California School Dashboard



The California School Dashboard (Dashboard)

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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Maya Lin Elementary School
<b>Street</b>	825 Taylor St.
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	(510) 748-4007
<b>Principal</b>	Karen Ringewald
<b>Email Address</b>	kringewald@alamedaunified.org
<b>School Website</b>	<a href="https://mayalin.alamedaunified.org/">https://mayalin.alamedaunified.org/</a>
<b>County-District-School (CDS) Code</b>	01611190139220

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

### 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

## 2023-24 School Description and Mission Statement

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 465 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	73
Grade 3	80
Grade 4	80
Grade 5	84
<b>Total Enrollment</b>	<b>469</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
Asian	13.6%
Black or African American	4.5%
Filipino	5.1%
Hispanic or Latino	19.6%
Two or More Races	17.5%
White	35.4%
English Learners	10.7%
Foster Youth	0.4%
Homeless	0.2%
Socioeconomically Disadvantaged	34.5%
Students with Disabilities	14.9%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.70	90.77	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.18	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	4.97	17.80	3.32	12115.80	4.41
<b>Unknown</b>	0.00	0.00	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	23.90	100.00	539.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.10	92.03	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.80	2.48	11953.10	4.28
<b>Unknown</b>	2.00	7.97	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	25.10	100.00	518.40	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.00</b>

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	<b>0.00</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Year and month in which the data were collected		January 2024	
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 (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0

<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
<b>History-Social Science</b>	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. (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Foreign Language</b>	N/A	Yes	0
<b>Health</b>	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
<b>Visual and Performing Arts</b>	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**

8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Kitchen: Floors need a deep cleaning.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 3: Hole on wall, needs patch repair.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			1st floor boys restroom: Toilet is leaking at the base.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			2nd floor hallway:
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multiple Purpose: Graffiti by lunch tables.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	53	65	63	47	46
<b>Mathematics</b> (grades 3-8 and 11)	56	50	53	54	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	248	242	97.58	2.42	52.89
<b>Female</b>	113	110	97.35	2.65	60.00
<b>Male</b>	135	132	97.78	2.22	46.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	34	33	97.06	2.94	51.52
<b>Black or African American</b>	15	14	93.33	6.67	21.43
<b>Filipino</b>	14	14	100.00	0.00	42.86
<b>Hispanic or Latino</b>	53	51	96.23	3.77	41.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	54	53	98.15	1.85	58.49
<b>White</b>	78	77	98.72	1.28	64.94
<b>English Learners</b>	32	30	93.75	6.25	26.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	101	96	95.05	4.95	43.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	61	98.39	1.61	18.03

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	248	243	97.98	2.02	49.79
<b>Female</b>	113	110	97.35	2.65	52.73
<b>Male</b>	135	133	98.52	1.48	47.37
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	34	34	100.00	0.00	55.88
<b>Black or African American</b>	15	15	100.00	0.00	20.00
<b>Filipino</b>	14	14	100.00	0.00	35.71
<b>Hispanic or Latino</b>	53	51	96.23	3.77	39.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	54	52	96.30	3.70	48.08
<b>White</b>	78	77	98.72	1.28	63.64
<b>English Learners</b>	32	32	100.00	0.00	21.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	101	97	96.04	3.96	39.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	62	61	98.39	1.61	11.48

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.42	44.44	50.32	51.49	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	83	97.65	2.35	44.58
Female	34	34	100.00	0.00	41.18
Male	51	49	96.08	3.92	46.94
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	41.18
White	27	26	96.30	3.70	61.54
English Learners	11	11	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	34	94.44	5.56	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	11.11

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

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

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.3%	96.5%	96.5%	96.5%	91.8%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	476	64	13.4
Female	235	230	26	11.3
Male	253	246	38	15.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	68	66	4	6.1
Black or African American	23	20	5	25.0
Filipino	24	24	3	12.5
Hispanic or Latino	99	96	19	19.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	87	84	11	13.1
White	166	166	18	10.8
English Learners	56	55	6	10.9
Foster Youth	4	3	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	188	180	39	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	21	21.6

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.22	0.64	0.61	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0
Female	0	0
Male	1.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.47	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.2	0
English Learners	1.79	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.04	0

## 2023-24 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5	1	
1	14	5		
2	14	3	2	
3	18	2	2	
4	18	2	2	
5	18	2	2	
Other	8	2		

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

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	25		3	
2	23		3	
3	23		3	
4	43		2	0
5	28		2	
Other	17	2	1	

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	24	0	3	0
2	24	0	3	0
3	24	0	3	0
4	47	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	18	2	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.3

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$17,536.76	\$7,293.22	\$10,243.54	\$88,743.11
<b>District</b>	N/A	N/A	\$10,197.69	\$88,710
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.4	0.0
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	29.5	1.6



## Fiscal Year 2022-23 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,160	\$54,190
<b>Mid-Range Teacher Salary</b>	\$84,356	\$85,111
<b>Highest Teacher Salary</b>	\$110,139	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$140,806	\$132,492
<b>Average Principal Salary (Middle)</b>	\$150,601	\$140,987
<b>Average Principal Salary (High)</b>	\$149,703	\$153,884
<b>Superintendent Salary</b>	\$250,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	32.69%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	6.4%	5.25%

## Professional Development

Primary areas of focus for professional development at Maya Lin School is on 3 core areas: literacy development, culture and climate, and integrated arts learning. Learning happens through a combination of trainings, peer learning committees and peer inquiry groups, readings, classroom visits, and principal- and staff-led meetings. 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 both through the site coach and by peers regarding 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	2021-22	2022-23	2023-24
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4
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