

# Maya Lin Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Maya Lin Elementary School
<b>Street</b>	825 Taylor Avenue
<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>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	01611190139220

### 2025-26 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>

### 2025-26 School Description and Mission Statement

Maya Lin School is committed to fostering an inclusive and academically rigorous environment where all students can thrive. Maya Lin School has identified three core pillars that define our approach and priorities: Foundations for Academic Success, Artistic Thinking and Practice, and Antiracism, Community Belonging, and Collective Responsibility. These pillars collectively support the intellectual, creative, and social-emotional development of every student, ensuring they are prepared for lifelong learning and success.

To operationalize these priorities, we implement research-based practices that align with our mission. The Studio Habits of Mind, developed by Harvard's Project Zero, guide teaching and learning across the school, promoting critical thinking,

## 2025-26 School Description and Mission Statement

creativity, and problem-solving through arts integration. Our 4Bs—Be Kind, Be Safe, Be Responsible, and Be an Ally— serve as the foundation for school-wide behavioral expectations and community agreements. Additionally, the Toolbox Curriculum provides students with strategies to manage emotions and navigate challenges, supporting their social-emotional growth.

As a school site we are focused on deepening our equity work through ongoing professional development with Dr. Sharoky Hollie on Culturally and Linguistically Responsive Teaching. These efforts, combined with our pillars and practices, ensure that Maya Lin remains a learning community where students feel safe, valued, and empowered to achieve their fullest potential.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	79
Grade 2	78
Grade 3	81
Grade 4	77
Grade 5	85
<b>Total Enrollment</b>	<b>475</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
Asian	13.7
Black or African American	5.3
Filipino	4.2
Hispanic or Latino	21.3
Two or More Races	18.1
White	34.5
English Learners	9.5
Foster Youth	0.2
Socioeconomically Disadvantaged	38.5
Students with Disabilities	18.3

## **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.

## 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>	23.1	92.03	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	7.97	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	25.1	100	518.4	100	279044.8	100

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.

## 2022-23 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>	20.1	83.43	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.14	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3	12.43	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	24.1	100	485.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	21.6	87.8	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.07	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2	8.13	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	24.6	100	496.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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)	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)	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	0
<b>History-Social Science</b>	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
<b>Foreign Language</b>	N/A	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.	0
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	0

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

## School Facility Conditions and Planned Improvements

Maya Lin Ementary 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		10/13/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		
<b>Interior:</b> Interior Surfaces	X		Media Center: 4 - stained ceiling tiles WO#15600 MPR: 4 - stained ceiling tiles WO#15600 Room 1: 4 - stained ceiling tiles WO#15600
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		:
<b>Electrical</b>		X	Daycare Storage Room: 7 - Light diffuser is missing #WO15616 MPR Storage Room: 7 - missing diffuser WO#15616 Room 24: 7 - middle row set of lights are out WO#15598 Room 26: 7 - middle row set of lights are out WO#15598 Room 28: 7 - middle row set of lights are out WO#15598 Room 30: 7 - middle row set of lights are out WO#15598 Room 32: 7 - one set of lights is out WO#15598 Room 4: 7 - middle row set of lights are out WO#15598 Room 6: 7 - middle row set of lights are out WO#15598 Upstairs Boys RR: 7 - set of lights are out WO#15598; 8 - 2nd toilet flush valve leaks when flushing WO#15613; 9 - Chicago faucet 1 is loose WO#15612
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Downstairs Boys RR: 9 - second Chicago faucet is loose WO#15612 Girls RR: 8 - FRP has a hole WO#15615 Room 12 - left RR: 9 - sink is loose WO#15614 Room 21: 9 - sink and water fountain not connected WO#15624 Upstairs Boys RR: 7 - set of lights are out WO#15598; 8 - 2nd toilet flush valve leaks when flushing WO#15613; 9 - Chicago faucet 1 is loose WO#15612
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	63	64	65	47	48
<b>Mathematics</b> (grades 3-8 and 11)	57	62	54	57	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	238	96.36	3.64	62.61
Female	116	112	96.55	3.45	73.21
Male	131	126	96.18	3.82	53.17
American Indian or Alaska Native	0	0	0	0	0
Asian	36	35	97.22	2.78	54.29
Black or African American	11	9	81.82	18.18	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	54	53	98.15	1.85	37.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	48	100.00	0.00	81.25
White	85	80	94.12	5.88	81.25
English Learners	17	15	88.24	11.76	6.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	58	92.06	7.94	36.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	50	87.72	12.28	18.00

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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>	247	239	96.76	3.24	61.92
<b>Female</b>	116	113	97.41	2.59	63.72
<b>Male</b>	131	126	96.18	3.82	60.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	36	35	97.22	2.78	62.86
<b>Black or African American</b>	11	9	81.82	18.18	--
<b>Filipino</b>	13	13	100.00	0.00	53.85
<b>Hispanic or Latino</b>	54	53	98.15	1.85	35.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	48	48	100.00	0.00	72.92
<b>White</b>	85	81	95.29	4.71	79.01
<b>English Learners</b>	17	16	94.12	5.88	18.75
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	63	59	93.65	6.35	37.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	50	87.72	12.28	30.00

## 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.

Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	45	47.67	53.22	54.86	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	86	97.73	2.27	47.67
Female	36	36	100.00	0.00	58.33
Male	52	50	96.15	3.85	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	53.33
White	29	28	96.55	3.45	67.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.67	3.33	41.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	23.08

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96.6%	97.7%	97.7%	97.7%	96.6%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Our school greatly benefits 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 us based on their schedules and interests.

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)

Parents have opportunities to provide input at the district level. Some opportunities for parent input include:

- Equity Round Tables
- Alameda Mosaic
- District English Language Advisory Committee
- District Local Accountability Plan

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	484	45	9.3
Female	228	219	18	8.2
Male	267	265	27	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	71	68	3	4.4
Black or African American	26	25	5	20.0
Filipino	20	20	3	15.0
Hispanic or Latino	104	102	16	15.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	88	86	7	8.1
White	172	169	11	6.5
English Learners	54	52	10	19.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	204	197	34	17.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	100	100	21	21.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.61	0.81	0.2	2.71	2.42	2.57	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.41	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	1.85	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	1.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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.

## 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	1	1
5	31	0	2	0
6	0	0	0	0
Other	18	2	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	0	3	0
1	25	0	3	0
2	24	0	3	0
3	24	0	3	0
4	30	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	19	2	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		3	
1	24		3	
2	25		3	
3	24		3	
4	32		2	
5	30		2	
Other	19	2	1	

## 2024-25 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	0

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	1.05
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	.7
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.6
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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>	\$20,350.13	\$8,826.88	\$11,523.25	\$101,210.70
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.8	7.5
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	6.7	6.7

## Fiscal Year 2024-25 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

## Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$68,272	\$62,145
<b>Mid-Range Teacher Salary</b>	\$95,730	\$97,088
<b>Highest Teacher Salary</b>	\$124,990	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$163,400	\$151,343
<b>Average Principal Salary (Middle)</b>	\$176,220	\$159,514
<b>Average Principal Salary (High)</b>	\$179,091	\$177,261
<b>Superintendent Salary</b>	\$313,771	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.46%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	6.67%	5.4%

## Professional Development

Based on our SPSA, professional development at Maya Lin focuses on three core areas: literacy and math, culture and climate, and integrated arts learning. Professional learning occurs through 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 administrators, coaches, and teachers. 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.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4