

# Maya Lin Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<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>	Carrie Berg
<b>Email Address</b>	cberg@alamedaunified.org
<b>School Website</b>	<a href="https://mayalin.alamedaunified.org/">https://mayalin.alamedaunified.org/</a>
<b>County-District-School (CDS) Code</b>	01611190126656

## 2022-23 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 Address</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2022-23 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 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	74
Grade 2	72
Grade 3	72
Grade 4	79
Grade 5	74
Total Enrollment	444

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.0
Asian	13.1
Black or African American	4.3
Filipino	4.5
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	16.4
White	38.5
English Learners	8.8
Foster Youth	0.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	21.2
Students with Disabilities	14.4

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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

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

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

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

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

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

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
<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)	0.00	

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

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

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

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	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.	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		8/2/2022		
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			Room 20: Floors need a deep cleaning to remove marks on floor
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Kitchen: Kitchen floor needs repair and deep clean
<b>Electrical</b>		X		2nd floor hallway: Exit lights not working, lights are not working Room 22: Three lights are not working Room 29: Two lights are not working Room 7: Two lights are not working

School Facility Conditions and Planned Improvements				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			2nd floor hallway: Exit lights not working, lights are not working
<b>Structural:</b> Structural Damage, Roofs	X			Room 2: Media Center carpet has water stains, wall leaks during raining days
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multiple Purpose: Walkways need to be cleaned with power washer

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	N/A	53	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	224	219	97.77	2.23	60.27
<b>Female</b>	108	105	97.22	2.78	66.67
<b>Male</b>	116	114	98.28	1.72	54.39
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	27	27	100.00	0.00	62.96
<b>Black or African American</b>	12	11	91.67	8.33	27.27
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	37	35	94.59	5.41	40.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	52	51	98.08	1.92	58.82
<b>White</b>	89	88	98.88	1.12	73.86
<b>English Learners</b>	13	13	100.00	0.00	23.08
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	50	48	96.00	4.00	39.58
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	52	48	92.31	7.69	14.58

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	223	217	97.31	2.69	56.22
<b>Female</b>	108	105	97.22	2.78	57.14
<b>Male</b>	115	112	97.39	2.61	55.36
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	27	27	100.00	0.00	51.85
<b>Black or African American</b>	12	11	91.67	8.33	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	37	35	94.59	5.41	37.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	52	51	98.08	1.92	52.94
<b>White</b>	88	86	97.73	2.27	72.09
<b>English Learners</b>	13	13	100.00	0.00	15.38
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	50	48	96.00	4.00	31.25
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	51	46	90.20	9.80	13.04

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	53.42	NT	50.32	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	75	73	97.33	2.67	53.42
<b>Female</b>	37	36	97.3	2.7	52.78
<b>Male</b>	38	37	97.37	2.63	54.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	14	93.33	6.67	64.29
<b>White</b>	36	36	100	0	69.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	15	100	0	20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	15	88.24	11.76	20

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.3%	97.3%	97.3%	96.0%	92.0%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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 our new 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 Maya Lin Social Justice and Equity Committee. To volunteer at our school, please call the office staff at (510) 748-4007.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	466	457	81	17.7
Female	223	219	33	15.1
Male	243	238	48	20.2
American Indian or Alaska Native	0	0	0	0.0
Asian	62	60	8	13.3
Black or African American	20	20	13	65.0
Filipino	22	21	6	28.6
Hispanic or Latino	96	91	21	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	76	75	15	20.0
White	172	172	16	9.3
English Learners	49	45	12	26.7
Foster Youth	4	4	1	25.0
Homeless	3	2	2	100.0
Socioeconomically Disadvantaged	110	106	38	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	78	26	33.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.65	1.63	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.22	0.64	0.09	1.76	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.64	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.23	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.32	0.00
<b>White</b>	0.58	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.82	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.70	0.00



## 2022-23 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. Our staff has been trained in restorative practices, so we use proactive community circles and problem-solving conflict circles to solve problems. 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 current School Safety Plan was updated and approved by the board in May 2022. The plan includes maps, procedures, and staff expectations for fire, earthquake, and lockdowns. We shared the plan in September 2022 with staff annually and explain the roles and responsibilities for staff members during an emergency; we also will hold a refresher training in December 2022. We also shared the core principals of the plan with families both in our biweekly newsletter in September 2022 and at a parent meeting in October 2022. 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 are 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.

## 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	
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	
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		1	1
5	28		2	
Other	17	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,059.50	\$5,537.62	\$10,521.88	\$73,717.26
District	N/A	N/A	\$8,294.39	\$88,572
Percent Difference - School Site and District	N/A	N/A	23.7	-18.3
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	45.9	-12.0

## 2021-22 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.

Alameda Unified allocates a half-time Intervention Lead. Additionally, Maya Lin site budget funds 0.10 FTE and Maya Lin PTA funds 0.2 FTE for more 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, increase Intervention Lead hours, arts integration teacher workshop, social-emotional learning and supports, field trips, and a mini grant for each teacher for classroom materials.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,975	\$52,478
<b>Mid-Range Teacher Salary</b>	\$82,694	\$80,810
<b>Highest Teacher Salary</b>	\$107,969	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$132,773	\$127,080
<b>Average Principal Salary (Middle)</b>	\$148,389	\$134,264
<b>Average Principal Salary (High)</b>	\$150,371	\$147,200
<b>Superintendent Salary</b>	\$240,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Primary areas of focus for professional development at Maya Lin School is on 3 core areas: literacy development, restorative practices, 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4