

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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).

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.



Judith Goodwin, Principal

Principal, Maya Lin

About Our School

Maya Lin School is a wonderful arts integrated inquiry learning school 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 are required to complete training in arts integration offered through a partnership with the Alameda County Office of Education. 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 a dedicated staff, committed parent volunteers and a talented support staff all focused on working together to support the development of our future world citizens.

Contact

Maya Lin
825 Taylor Ave.
Alameda, CA 94501-3411

Phone: 510-748-4007
Email: jgoodwin@alamedaunified.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda Unified
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
Website	http://www.alameda.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Maya Lin
Street	825 Taylor Ave.
City, State, Zip	Alameda, Ca, 94501-3411
Phone Number	510-748-4007
Principal	Judith Goodwin, Principal
Email Address	jgoodwin@alamedaunified.org
Website	http://mls-alameda-usd-ca.schoolloop.com/
County-District-School (CDS) Code	01611190139220

Last updated: 2/7/2020

School Description and Mission Statement (School Year 2019—20)

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 life long process and support ongoing professional development and collaboration for all members of the school community.

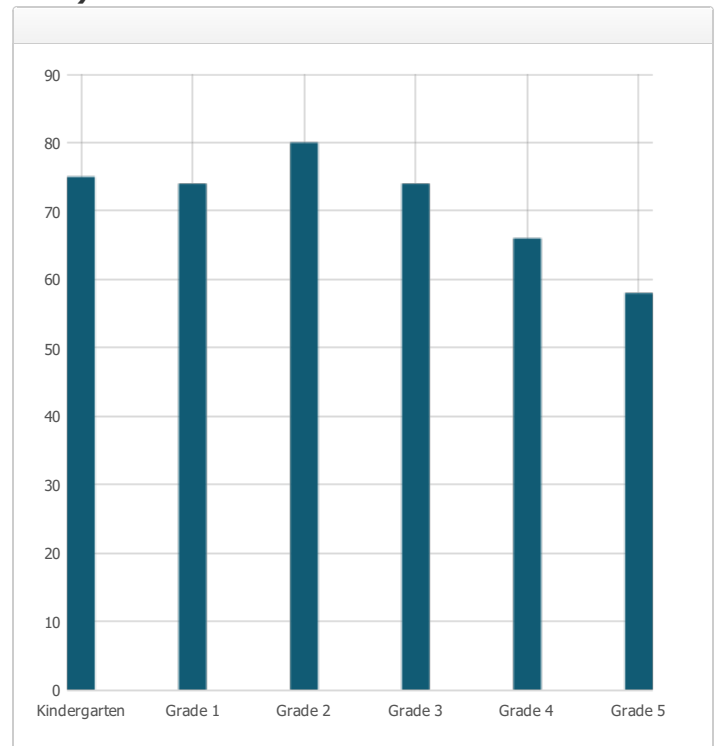
Maya Lin School is a K-5 school with a diverse student population of 448 students in the City of Alameda. Many of the students at Maya Lin live in the neighborhood while a small percentage come to the school through the district open enrollment process. The arts integrated inquiry learning focus is based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

Last updated: 2/7/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	74
Grade 2	80
Grade 3	74
Grade 4	66
Grade 5	58
Total Enrollment	427



Last updated: 2/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.20 %
American Indian or Alaska Native	0.20 %
Asian	12.20 %
Filipino	4.90 %
Hispanic or Latino	18.00 %
Native Hawaiian or Pacific Islander	%
White	39.80 %
Two or More Races	16.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.20 %
English Learners	10.80 %
Students with Disabilities	16.60 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

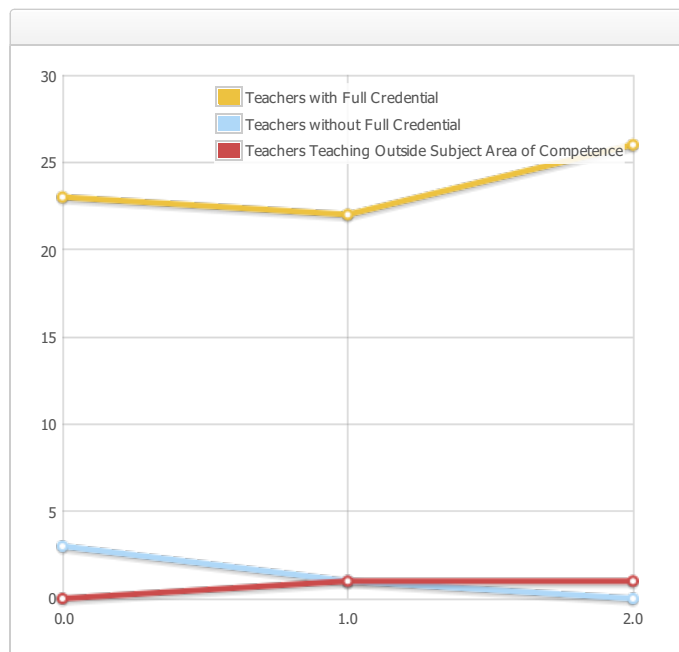
State Priority: Basic

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

Teacher Credentials

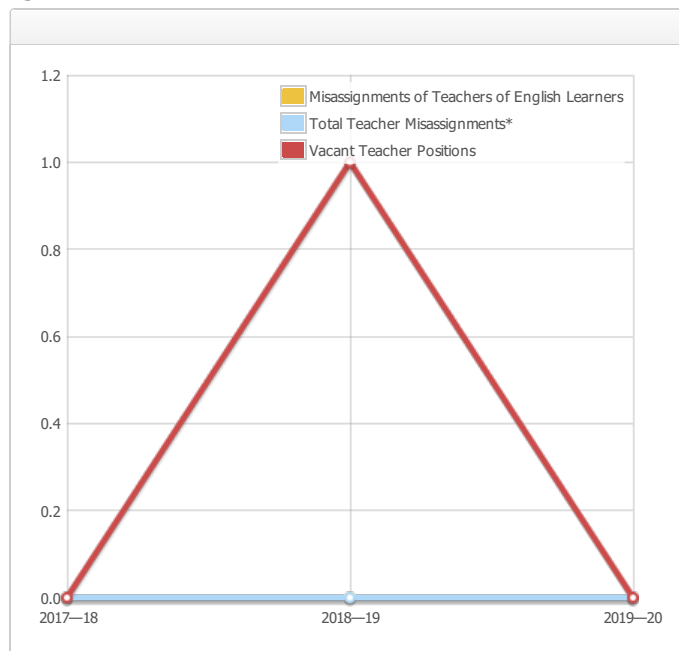
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	23	22	26	452
Without Full Credential	3	1	0	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	12



Last updated: 2/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0.00 %
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/3/2020

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.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Kitchen floor edges need repair.
Electrical: Electrical	Fair	Computer lab needs more outlets.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Driveway leafs need to be raked.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/17/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	53.25%	59.18%	68.11%	69.42%	50%	50%
Mathematics (grades 3-8 and 11)	55.63%	56.12%	60.30%	59.74%	38%	39%

Note: 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.

Note: 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.

Last updated: 2/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	196	98%	2%	59.18%
Male	97	95	97.93%	2.06%	43.16%
Female	103	101	98.05%	1.94%	74.25%
Black or African American	13	13	100%	0.00%	15.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100%	0.00%	58.82%
Filipino	9	9	100%	0.00%	--
Hispanic or Latino	41	40	97.56%	2.43%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	67	95.71%	4.29%	77.61%
Two or More Races	31	31	100%	0.00%	51.61%
Socioeconomically Disadvantaged	65	63	96.92%	3.08%	34.92%
English Learners	25	25	100%	0.00%	28.00%
Students with Disabilities	37	35	94.59%	5.41%	22.85%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 2/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	196	98.00%	2.00%	56.12%
Male	97	95	97.94%	2.06%	48.42%
Female	103	101	98.06%	1.94%	63.36%
Black or African American	13	13	100%	0.00%	7.69%
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100%	0.00%	61.77%
Filipino	9	9	100%	0.00%	--
Hispanic or Latino	41	40	97.56%	2.44%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	67	95.71%	4.29%	71.64%
Two or More Races	31	31	100%	0.00%	58.07%
Socioeconomically Disadvantaged	65	63	96.92%	3.08%	39.69%
English Learners	25	25	100%	0.00%	32.00%
Students with Disabilities	37	35	94.56%	5.41%	17.15%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 2/7/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 2/7/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 SY 2019-2020

CTE COURSES OFFERED UC A - G

Biotechnology 1 D
 Computer Science Discoveries CTE 1 D
 Computer Science Discoveries CTE 2 D
 Digital Filmmaking 1 G
 Digital Filmmaking 2
 Multimedia Art 1 G
 Advanced Multimedia Art 2 G
 Advanced Multimedia Projects
 Sports Medicine 1 G
 Sports Medicine 2
 Marketing 1 G
 Marketing 2 G
 Radio Broadcast Journalism 1 G
 Radio Broadcast Journalism 2 G
 Physiological Development of Children 1
 Physiological Development of Children 1
 Life After High School
 Exploring Computer Science
 Art
 Photography
 Economics of Business Ownership G
 Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
 CTE INFORMATION FOR SARC
 Career Technical Education Pathways
 SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
 Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
 Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
 Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
 Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
 Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
 Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
 Marketing Marketing Marketing 1 Marketing 2
 Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
 Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
 Tim Karas President, College of Alameda All Sectors
 Susan Haworth Owner, Cambios Life Coaching All Sectors
 Michael McDonough President, Alameda Chamber of Commerce All Sectors
 Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
 Debbie Potter Community Development Director, City of Alameda All Sectors
 Carolyn Hogg Information Technology Director, City of Alameda ICT
 Eric Fonstein Development Manager, City of Alameda All sectors
 Lois Butler Economic Development Office City of Alameda All sectors
 Ana McClanahan Dean, College of Alameda ICT/Health Science
 Dan Gerard Alameda Fire Dept Allied Health
 Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
 Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
 Arthur Culang Owner, Arthur Culang Consulting Health Science
 Damon Tighe Training Specialist, Bio-Rad Health Science
 Robert J. Macey Genomics Professor, Merritt College Health Science
 S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
 Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
 Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
 Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
 Derek Lee Executive Director, PilotCity ICT
 Amanda Azerki Solution Engineer, Esri ICT
 Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
 Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 2/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/7/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	67.70%	44.00%	22.00%

Note: 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.

Last updated: 2/7/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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

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

State Priority: Pupil Engagement

Last updated: 2/7/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

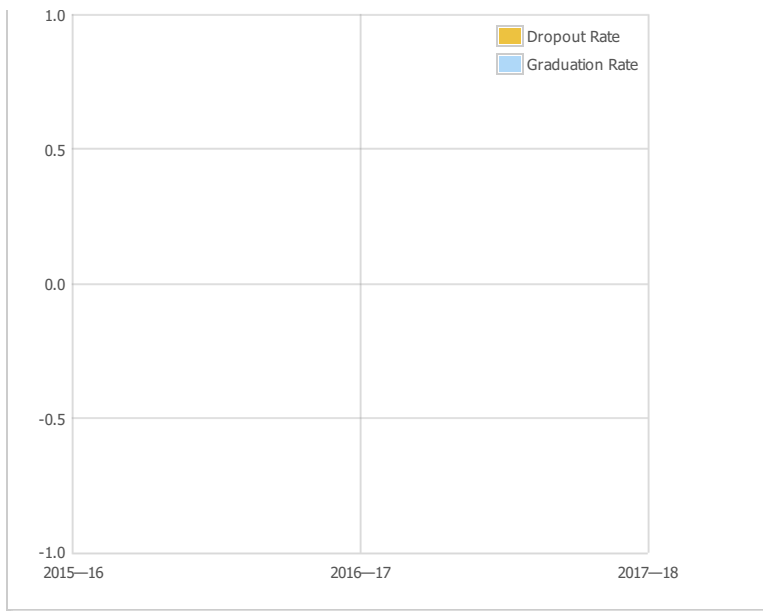
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	86.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	3.50%	9.10%	9.60%
Graduation Rate	--	--	87.00%	91.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/7/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	--	3.00%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	--	--	--	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/7/2020

School Safety Plan (School Year 2019—20)

Student and Staff safety is an ongoing focus at Maya Lin School. Staff and parent volunteers monitor the school grounds before and after school, at recess and at lunch time. Positive Behavior Interventions Systems were implemented at our school three years ago; school wide behavior expectations and rewards support our Toolbox character education program. The Toolbox curriculum teaches students foundational coping and problem solving strategies. Behavior expectations and Toolbox concepts are reinforced during our morning Opening Ceremony attended by staff, students and community members. Student successes are acknowledged and celebrated. Staff and grade level meeting time is used to reinforce the rules and discuss strategies to support students using their personal Toolbox tools which are posted in all classrooms. The playground area is fully fenced. Visitors to Maya Lin School enter through two doors on each side of the building. After the start of school, all visitors must come through the office doors to access the school grounds. Visitors sign in at the office and obtain a visitor's badge. The School Safety plan is reviewed throughout the year and refined based on information from drills. The plan includes maps procedures and staff expectations for fire, earthquake, and lockdowns. We share the plan with staff annually and explain the roles and responsibilities for staff members during an emergency. We hold monthly practice drills 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 according to this information.

Last updated: 2/7/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	3	
1	25.00		2	
2	23.00		2	
3	23.00		2	
4	25.00		2	
5	18.00	1	2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	25.00		3	
2	25.00		3	
3	22.00		3	
4	25.00		2	
5	21.00	1	2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	23.00		3	
2	24.00		3	
3	23.00		3	
4	24.00	1	2	
5	29.00		2	
6				
Other**	13.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 2/4/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	

*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.

Last updated: 2/4/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15725.92	\$7981.99	\$7743.93	\$66083.49
District	N/A	N/A	\$8605.52	\$73425.00
Percent Difference – School Site and District	N/A	N/A	-10.54%	-10.52%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	3.11%	-16.62%

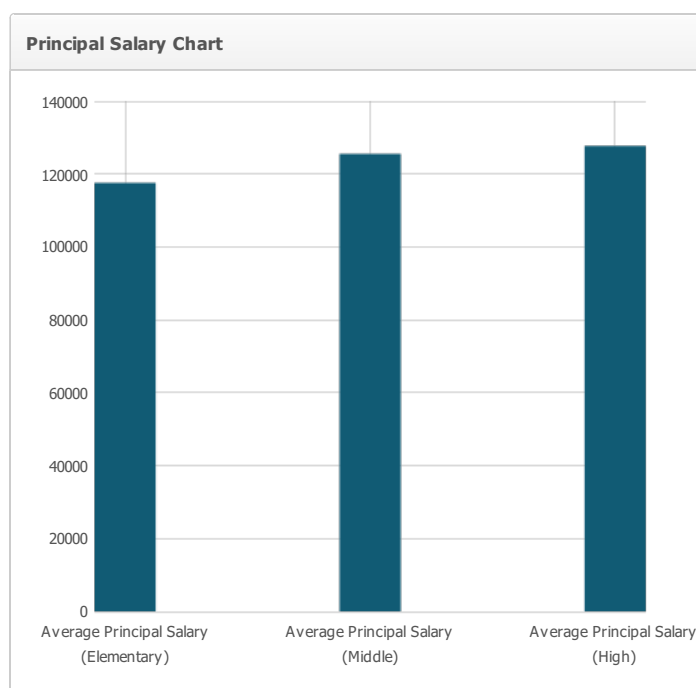
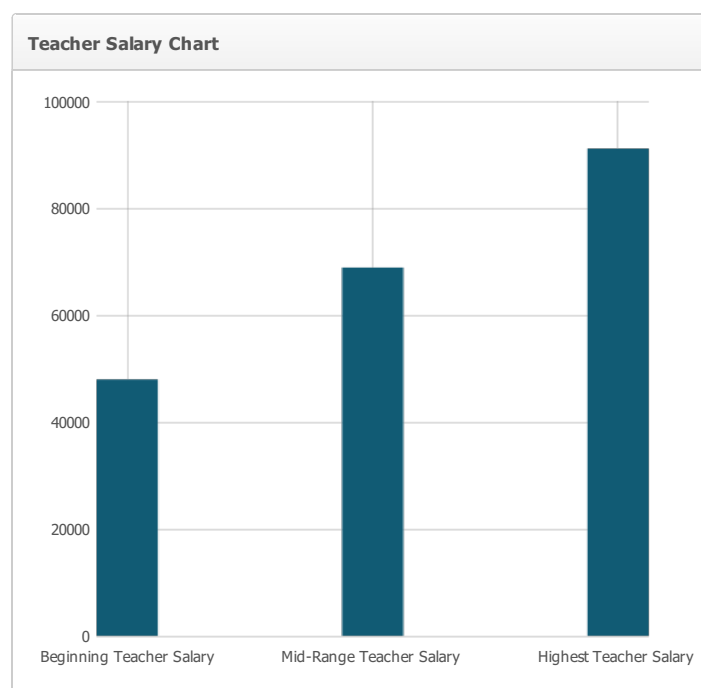
Note: Cells with N/A values do not require data.

Last updated: 2/5/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,966	\$49,084
Mid-Range Teacher Salary	\$68,867	\$76,091
Highest Teacher Salary	\$91,138	\$95,728
Average Principal Salary (Elementary)	\$117,569	\$118,990
Average Principal Salary (Middle)	\$125,538	\$125,674
Average Principal Salary (High)	\$127,726	\$137,589
Superintendent Salary	\$238,311	\$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments of at least one student.

Last updated: 2/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4