

Mt. Diablo Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mt. Diablo Elementary
Street	5880 Mt. Zion Drive
City, State, Zip	Clayton, CA 94517
Phone Number	(925) 672-4840
Principal	Linn Kissinger
Email Address	brunoj@mdusd.org
Website	http://mtdiabloelementary.mdusd.org/
County-District-School (CDS) Code	07-61754-6004188

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

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

MISSION:

Mt. Diablo Elementary School is a learning community that strives to educate the mind and encourage the heart and spirit of every individual.

VISION:

The members of the school community provide a safe, nurturing, positive learning environment that includes a spirit of trust, development of character, mutual respect, and cooperation. High professional and educational standards, along with effective instructional practices employed and articulated throughout the grade levels, help all students to be academically successful, well-rounded, and responsible citizens.

At Mt. Diablo Elementary:

Teachers help in establishing a positive climate through their caring, dedication, and high academic and behavioral expectations for students.

Classroom teachers and support staff believe that all students can succeed, and they provide assistance to help every student become a successful, lifelong learner.

There is an exceptionally high level of parent cooperation, involvement, and support in classrooms, library, computer lab, and other areas of the school.

An active Parent Faculty Club supports the instructional program in many ways, including providing materials and equipment to improve and enrich the program for students.

There is a strong commitment to establishing and maintaining effective communication between home and school, and a willingness to work cooperatively for the benefit of all children.

The Clayton Community School on campus provides child-care and preschool services.

Close cooperation and support exists between the school and the City of Clayton, which has provided financial and personnel support to assist students and improve the school facility.

The integration of technology to support instruction and learning is maintained through the use of computer lab with the staffing of a part-time instructional assistant.

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

Grade Level	Number of Students
Kindergarten	146
Grade 1	109
Grade 2	127
Grade 3	138
Grade 4	139
Grade 5	139
Total Enrollment	798

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	4.6
Filipino	3.1
Hispanic or Latino	14
White	39.2
Two or More Races	6.5
Socioeconomically Disadvantaged	7.9
English Learners	3.6
Students with Disabilities	8
Foster Youth	0.1
Homeless	

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	40	37	26	1599
Without Full Credential	0	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

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	0	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.

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

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 01/08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 3 READ DOOR NEEDS ADJUSTMENT W/O#86774; RM 15 REPLACE BORAX DISPENSER, RM 16 REPLACE BORAX DISPENSER (CUSTODIAL TASKS); RM 25 CEILING TILES STAINED (LOW LEVEL CUSTODIAL TASK); RM 29 RESET CLOCK W/O#86775; RM 35 DOOR DOESN'T CLOSE W/O #86772; RM 3 REAR WINDOW LEAK W/O#86773; RM 3 READ DOOR NEEDS ADJUSTMENT W/O#86774
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	RM 22 BALLAST OUT W/O#86765; BALLAST OUT w/O#86769; RM 26 BALLAST OUT W/O#86770; LIGHT OUT (LOW LEVEL CUSTODIAL TASK)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	BOYS ROOM OUTSIDE OF RM 9 - TOILET SPRAYS W/O#86764; RM 12 LOW PRESSURE AT FOUNTAIN W/O#86777; RM 23 FAUCET DRIPPING W/O#86766, LOW WATER PRESSURE AT FOUNTAIN W/#86767
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	ROOTS UPHEAVING ASPHALT W/O#86762; CINDER FROM NEW BASEBALL FIELD WASHED DOWN TO PLAY STRUTCURE CREATING MUDDY MESS W/O #86763;

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Fair	

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)	76	72	51	50	50	50
Mathematics (grades 3-8 and 11)	63	63	39	39	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.

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	421	411	97.62	2.38	71.78
Male	231	229	99.13	0.87	67.25
Female	190	182	95.79	4.21	77.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	69.23
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	60	59	98.33	1.67	64.41
Native Hawaiian or Pacific Islander					
White	142	139	97.89	2.11	71.94
Two or More Races	28	28	100.00	0.00	75.00
Socioeconomically Disadvantaged	44	44	100.00	0.00	50.00
English Learners	34	33	97.06	2.94	54.55
Students with Disabilities	35	29	82.86	17.14	27.59
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.

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	421	410	97.39	2.61	62.93
Male	231	228	98.70	1.30	66.67
Female	190	182	95.79	4.21	58.24
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	60	59	98.33	1.67	49.15
Native Hawaiian or Pacific Islander					
White	142	139	97.89	2.11	65.47
Two or More Races	28	28	100.00	0.00	64.29
Socioeconomically Disadvantaged	44	44	100.00	0.00	34.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	34	33	97.06	2.94	36.36
Students with Disabilities	35	29	82.86	17.14	31.03
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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.

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 areas 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	26.8	26.1	27.5

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.

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)

The district coordinates a varied staff development program for teachers and administrators based on assessed needs and state mandates. Three days are set aside for staff development. In addition, teachers and instructional assistants are provided opportunities for professional training and development. Teachers receive release time for professional conferences as the budget allows. Additionally, professional development meetings for teachers are held monthly. Within the past three years faculty and staff have received training in Number Talks Math, IReady Diagnostic Assessment system, Aeries Student Information System, Effective Teaching Practices, Science, School Safety, Community Library Services, English Language Development, Professional Learning Communities, RTI, CurricuPlan, Performance Level Descriptors, Art and Science of Teaching, Thinking Maps, Autism and Special Education, Lexia Instructional Software, Collaborative Conversations, Positive Behavior Intervention and Support, Garden Education, and Common Core State Standards.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 672-4840.

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	0.1	0.0	0.2	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Mt. Diablo Elementary has a Comprehensive School Safety Plan that includes the key elements of school wide safety processes, disaster preparedness, crisis response, emergency supplies, maintenance, upgrade of facilities, and school climate and culture. The School Safety plan is reviewed annually by the School Site Council, teachers, staff, parents and community. Fire drills are held monthly, while earthquake, lock down, and shelter in place drills are held annually to train staff and students regarding emergency procedures. The PFC has organized a Parent Patrol which provides supervision for students using the back field gate at the beginning and end of the school day. The Parent Patrol also provides supervision for students being dropped off at the side gate on Pine Hollow Drive. The city police department is supportive of and available for school emergencies.

The Mt. Diablo Elementary School Safety Plan was approved by the School Site Council at a public hearing on 2/13/17.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		22	1	5		24	1	5	
1	24		6		25		5		27		4	
2	23		6		22	1	5		25		5	
3	27		5		23		6		23		6	
4	29		5		33			4	31		4	
5	28	1		4	29		5		31		5	
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.

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

Title	Ratio
Academic Counselors*	1330.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	.7
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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.

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	\$10,403.47	\$2,720.43	\$7,683.04	\$78,834.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-8.1	0.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	2.3	-4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Our school is Positive Behavior Intervention Systems (PBIS) which has been fully implemented 2018-2019 school year.

Opportunity onsite for City of Concord sponsored after school classes Instructional Assistants for Kindergarten

Reading Intervention Programs during school day for grades 1 through 5 – Credentialed reading teachers implement Read Naturally and provide small group instruction to students who are not yet at grade level in reading

After school homework support for identified 4th and 5th grade students

Parent Faculty Club funds a part time Instructional Assistant available to support students in grades 1, 2, and 3 in reading and math skills Parent Faculty Club funds a part time Site Tech to support the technology lab and teacher access to instructional technology

Parent Education through District Adult Education Program

4th and 5th grade after school spring musical play production program

Support personnel including Resource Specialist , Speech and Language Pathologist, school counselor and School Psychologist

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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

The district coordinates a varied staff development program for teachers and administrators based on assessed needs and state mandates. Three days are set aside for staff development. In addition, teachers and instructional assistants are provided opportunities for professional training and development. Teachers receive release time for professional conferences as the budget allows. Additionally, professional development meetings for teachers are held monthly. Within the past three years faculty and staff have received training in Number Talks Math, IReady Diagnostic Assessment system, Aeries Student Information System, Effective Teaching Practices, Science, School Safety, Community Library Services, English Language Development, Professional Learning Communities, RTI, Performance Level Descriptors, Art and Science of Teaching, Autism and Special Education, Lexia Instructional Software, Collaborative Conversations, Positive Behavior Intervention and Support, Garden Education, and Common Core State Standards.