

# Ayers Elementary School

## 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
<b>School Name</b>	Ayers Elementary School
<b>Street</b>	5120 Myrtle Drive
<b>City, State, Zip</b>	Concord, CA 94521
<b>Phone Number</b>	(925) 682-7686
<b>Principal</b>	Martha Thomas
<b>Email Address</b>	thomasMS@mdusd.org
<b>Website</b>	<a href="http://ayers.mdusd.org/">http://ayers.mdusd.org/</a>
<b>County-District-School (CDS) Code</b>	07 61754 6003958

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)

Our mission is to provide a positive learning environment that supports and encourages each child to reach his or her full potential. We work collaboratively with parents and community members to create that learning environment, which includes high educational standards, the integration of technology to help reach those standards, and differentiated learning opportunities to ensure the success of all students.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	59
Grade 2	71
Grade 3	71
Grade 4	74
Grade 5	65
Total Enrollment	422

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
Asian	6.2
Filipino	4.3
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.2
White	40.3
Two or More Races	12.1
Socioeconomically Disadvantaged	30.3
English Learners	9.5
Students with Disabilities	14
Homeless	0.5

## 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	23	19	1599
Without Full Credential	1	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	2	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	Engage New York - Adopted Alternate Core 2019	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:** 12/10/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	A1 & A2 ceiling tiles look tired; B Wing ceiling tiles stained and cracked; D Wing ceiling tiles stained/loose; E2 Wing ceiling tiles stained and cracked; Office ceiling tile cracked requires carpenter due to cuts.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	B Wing Ballast out; MU & Kitchen lamps out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	49	56	51	50	50	50
Mathematics (grades 3-8 and 11)	36	50	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	214	213	99.53	0.47	56.34
Male	114	113	99.12	0.88	48.67
Female	100	100	100.00	0.00	65.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	76	76	100.00	0.00	44.74
Native Hawaiian or Pacific Islander					
White	82	81	98.78	1.22	59.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	77.27
Socioeconomically Disadvantaged	81	81	100.00	0.00	40.74
English Learners	46	46	100.00	0.00	41.30
Students with Disabilities	39	38	97.44	2.56	5.26
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	214	213	99.53	0.47	49.77
Male	114	113	99.12	0.88	48.67
Female	100	100	100.00	0.00	51.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	76	76	100.00	0.00	46.05
Native Hawaiian or Pacific Islander					
White	82	81	98.78	1.22	48.15
Two or More Races	22	22	100.00	0.00	54.55
Socioeconomically Disadvantaged	81	81	100.00	0.00	37.04
English Learners	46	46	100.00	0.00	41.30
Students with Disabilities	39	38	97.44	2.56	10.53
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	16.9	20.0	13.8

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)

We welcome parent involvement at Ayers and have many avenues for becoming involved in our school community. One way to become involved is through one of our many opportunities for volunteering. There are opportunities to volunteer in the classroom, school library, as a crossing guard, attending field trips, working at a PTA event, or at a family academic event. We also have on-going volunteer positions on the School Site Council (SSC) and the English Learner's Advisory Committee (ELAC).

The Ayers PTA is a creative and supportive group that provides parent volunteers, chairpersons and liaisons for all school activities and events and is responsible for several fundraising efforts throughout the year. To learn how to become more involved in the Ayers PTA please contact the school at (925) 687-7686 or email [AyersPTA@gmail.com](mailto:AyersPTA@gmail.com)

### 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
<b>Suspensions</b>	0.4	0.0	0.7	3.5	4.1	4.4	3.6	3.5	3.5
<b>Expulsions</b>	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)

The Ayers School Safety plan includes assessment of current status of school crime, strategies and programs (child abuse reporting, disaster procedures, policy regarding actions leading to suspension and/or expulsion, procedures to notify teacher of dangerous pupils, sexual harassment policy, school Wide dress code; procedures for safe ingress and egress of pupils, rules and procedures on school discipline, other safe school strategies and programs), action plan, and the appendix (districts policies and procedures; notice to teachers for student suspensions, sexual harassment policy; Ayers emergency procedures master plan; and Ayers parent handbook).

The school has a Safety Plan for emergencies such as fire, earthquake, and disaster. A cliffnote trifold version of the plan is provided to all staff for their emergency kits. All classrooms have First Aid kits and additional kits are located in the office, the custodial office, and the Multi-Use room. All Classrooms have red backpacks that contain student emergency cards, mini-first aid kits, flashlights and other supplies which teachers carry to all drills. Staff has received training for seizure protocol, diabetic protocols as needed, and in the use of epi-pens. All staff also annually receives training for Bloodborne Pathogens and Mandated Reporting. An AED is located in the school office and several staff members have been trained in its use.



The Safety Committee meets annually to review and revise the plan as needed and the School Site Council reviews and approves the plan.

As a matter of security, all visitors and parent volunteers on the school grounds are required to sign in at the office and to wear a visitor/volunteer badge while on campus. School staff is instructed to question any visitor they don't recognize. In addition, all classrooms volunteers and field trip chaperones are fingerprinted and have provided negative evidence of tuberculosis. All classroom doors are kept locked during the day per the Superintendent's instruction.

## 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	21	1	4		26		3		22	1	3	
1	24		3		23		3		27		2	
2	24		2		22		3		22		3	
3	20	1	3		20	1	3		19	2	2	
4	33			2	30		2		34			2
5	27	1	1	1	25	1	2		24	1	2	
Other**					8	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.

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

Title	Ratio
Academic Counselors*	844.0

\*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)	.5
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

Title	Number of FTE* Assigned to School
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	\$11,901.78	\$3,855.47	\$8,046.31	\$81,153.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-3.4	3.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	6.9	-1.5

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)

Teachers provide differentiated instruction in all classrooms, (Response to Intervention (RTI) is provided by regular education staff and PTA funded instructional assistants and supported by special education staff to students who would benefit from extra support to reach standards mastery. Ayers has a full continuum (TK-5) of Special Day Classes (SDC) for students who are identified as having a qualifying disability. We also have one 80% Resource Specialist who provides services for students with IEPs as well as Regular Education students who need extra support/intervention. We have the free and reduced lunch program available for students who qualify. English Learners are supported with SDAIE strategies throughout the day and ELD instruction everyday. We have a 1.5 day a week guidance counselor that supports students in academics, organization, and with social/emotional needs. We have increased our access to technology with one-to-one Chromebooks in grades 2 - 5, access to a full computer lab and in class technology for the lower grades for introduction to 21st Century learning skills.

### 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

Professional Development is a cornerstone of the Ayers Single Plan for Student Achievement. Teachers and staff members regularly participate in monthly professional development meetings/trainings. Teacher teams meet during Wednesday early release time to plan/assess their instructional program. Four days per year are devoted to whole-school training in schoolwide strategies for student achievement. The schoolwide strategies being implemented at Ayers include NGSS, Math instruction, Close reading strategies at every grade level, Student Engagement Strategies and Academic Conversations. Additionally teachers are learning to integrate technology in their instruction through the use of Smart Boards and Chromebooks in the classroom, and the use of computerized software support programs, including Accelerated Reader, Google Docs and iReady on line instruction and assessment program.

After analyzing comprehensive school assessment data, the Ayers staff focused on math instruction and implementation of the California Math Framework and Priority Standards. Staff has devoted an additional professional development day every other month on math instruction. Additionally, Mt Diablo Teachers on Special Assignment have provided in class coaching and collaboration support by grade level. Multiple grade levels have participated in county math training and training in the Silicon Valley Math Initiative.