# Ayers Elementary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

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

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

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Ayers Elementary School |
| **Street** | 5120 Myrtle Drive |
| **City, State, Zip** | Concord, CA 94521 |
| **Phone Number** | (925) 682-7686 |
| **Principal** | Martha Thomas |
| **Email Address** | thomasMS@mdusd.org |
| **School Website** | ayers.mdusd.org |
| **County-District-School (CDS) Code** | 07 61754 6003958 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Mt. Diablo Unified School District |
| **Phone Number** | (925) 682-8000 |
| **Superintendent** | Dr. Adam Clark |
| **Email Address** | clarka@mdusd.org |
| **District Website** | www.mdusd.org |

## 2023-24 School Description and Mission Statement

The vision of Ayers Elementary is to provide students with academic skills, life skills, positive attitudes and a growth mindset that allows them to become responsible and productive citizens and to foster a desire for a lifetime of academic and personal growth.

Our mission is to provide a positive learning environment that supports and encourages each child to reach their 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, a safe and orderly environment, and differentiated learning opportunities to ensure the success of all students.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 80 |
| **Grade 1** | 61 |
| **Grade 2** | 60 |
| **Grade 3** | 67 |
| **Grade 4** | 62 |
| **Grade 5** | 47 |
| **Total Enrollment** | 377 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 47.2% |
| Male | 52.8% |
| Asian | 10.3% |
| Black or African American | 2.7% |
| Filipino | 7.2% |
| Hispanic or Latino | 29.7% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 10.1% |
| White | 33.2% |
| English Learners | 12.5% |
| Homeless | 1.3% |
| Socioeconomically Disadvantaged | 29.7% |
| Students with Disabilities | 18.8% |

## 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) | 14.90 | 83.29 | 1134.80 | 84.66 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.10 | 0.38 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 5.59 | 71.30 | 5.32 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 58.00 | 4.33 | 12115.80 | 4.41 |
| Unknown | 2.00 | 11.18 | 71.00 | 5.30 | 18854.30 | 6.86 |
| Total Teaching Positions | 17.80 | 100.00 | 1340.30 | 100.00 | 274759.10 | 100.00 |

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) | 13.00 | 86.67 | 1096.90 | 84.15 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 14.80 | 1.14 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 46.50 | 3.57 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 60.40 | 4.64 | 11953.10 | 4.28 |
| Unknown | 2.00 | 13.33 | 84.70 | 6.50 | 15831.90 | 5.67 |
| Total Teaching Positions | 15.00 | 100.00 | 1303.50 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 1.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.6 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | January 2024 |
|---|---|

| 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 2019 | Yes | 0 |

| Science | Carolina Science, Building Blocks - Adopted 2022 | Yes | 0 |
| History-Social Science | Savvas Learning Company My World Interactive - Adopted 2023 | Yes | 0 |
| Visual and Performing Arts | Scott Foresman: Silver Burdett Making Music - Adopted 2005 | Yes | 0 |

## School Facility Conditions and Planned Improvements

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.

| Year and month of the most recent FIT report | 12/3/2023 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |
| **Interior:** Interior Surfaces | | | X | A1: 4. FORMICA TRIM IS BROKEN (TAPED). FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR. ADMIN: 4. CEILING TILES ARE BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. B1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. PAPER CUTTER IS UNABLE TO BE SECURED. B2: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER IS PRESENT. B4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CABINET. B6: 4. WATER DAMAGE TO SINK BACKSPLASH (FORMICA TRIM IS LOOSE). 7. CORDS ARE CREATING TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN AT THRESHOLD. 8. ONE URINAL IS OUT OF ORDER. TOILET BOWL IS CRACKED. C1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. COUNTERTOPS ARE CLUTTERED. 7. LIGHT DIFFUSER IS LOOSE. C2: 4. HOLE IN CEILING TILE. 10. EVACUATION MAP IS NOT POSTED. C3: (NO ACCESS) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. |

## School Facility Conditions and Planned Improvements

ROOM HAS A STRONG ODOR. 10. FIRE EXTINGUISHER BLOCKED. 15. DOOR CLOSER COVER IS MISSING.
C4: 4. RUBBER MOLDING IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.
D2: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 10. NO ROOM ID.
D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.
D4: 4. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.
E1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS POSTED HIGH ABOVE DOOR.
E2: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.
E4: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.
E5: 4. CEILING TILE HAS A WATER STAIN. 10. NO ROOM ID.
GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 9. FAUCET HAS A LOW FLOW.
GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE.
LIBRARY: 4. CARPET IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.
MULTI-USE ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
NURSE: 4. CEILING TILE IS BROKEN.
OFFICE: 4. CEILING TILE IS BROKEN.
SPEECH: 4. CEILING TILES HAVE WATER STAINS.

| | | | |
|---|---|---|---|
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | | X | B1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. PAPER CUTTER IS UNABLE TO BE SECURED.<br>B4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br>B5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CABINET.<br>C1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. COUNTERTOPS ARE CLUTTERED. 7. LIGHT DIFFUSER IS LOOSE.<br>C3: (NO ACCESS) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. |

# School Facility Conditions and Planned Improvements

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|---|---|---|---|
| | | | ROOM HAS A STRONG ODOR. 10. FIRE EXTINGUISHER BLOCKED. 15. DOOR CLOSER COVER IS MISSING.<br>C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.<br>D1: 5. UNSECURED ITEMS STORED TOO HIGH. 11. IMPROPER STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT.<br>D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.<br>D4: 4. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.<br>E1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS POSTED HIGH ABOVE DOOR.<br>E2: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>E4: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>TEACHERS LOUNGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. |
| **Electrical** | X | | B2: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER IS PRESENT.<br>B6: 4. WATER DAMAGE TO SINK BACKSPLASH (FORMICA TRIM IS LOOSE). 7. CORDS ARE CREATING TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.<br>ELECTRICAL: 7. USED AS ATORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.<br>LIBRARY: 4. CARPET IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | X | B6: 4. WATER DAMAGE TO SINK BACKSPLASH (FORMICA TRIM IS LOOSE). 7. CORDS ARE CREATING TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|
| | | | BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN AT THRESHOLD. 8. ONE URINAL IS OUT OF ORDER. TOILET BOWL IS CRACKED.<br>BOYS REST ROOM: 9. ONE FAUCET IS LOOSE FROM BASE. SINK LEAKS CREATING A TRIP HAZARD.<br>C4: 4. RUBBER MOLDING IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.<br>GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 9. FAUCET HAS A LOW FLOW. |
| **Safety:**<br>Fire Safety, Hazardous Materials | | X | A1: 4. FORMICA TRIM IS BROKEN (TAPED). FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR.<br>A2: 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>ADMIN: 4. CEILING TILES ARE BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.<br>B2: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER IS PRESENT.<br>B3: 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>B5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CABINET.<br>B6: 4. WATER DAMAGE TO SINK BACKSPLASH (FORMICA TRIM IS LOOSE). 7. CORDS ARE CREATING TRIP HAZARD. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>C2: 4. HOLE IN CEILING TILE. 10. EVACUATION MAP IS NOT POSTED.<br>C3: (NO ACCESS) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM HAS A STRONG ODOR. 10. FIRE EXTINGUISHER BLOCKED. 15. DOOR CLOSER COVER IS MISSING.<br>C4: 4. RUBBER MOLDING IS MISSING. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.<br>D1: 5. UNSECURED ITEMS STORED TOO HIGH. 11. IMPROPER STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT.<br>D2: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 10. NO ROOM ID.<br>D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|---|
| | | | | E1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS POSTED HIGH ABOVE DOOR.<br>E2: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.<br>E4: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>E5: 4. CEILING TILE HAS A WATER STAIN. 10. NO ROOM ID.<br>LIBRARY: 4. CARPET IS TORN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.<br>MULTI-USE ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.<br>PRINCIPAL: 10. PLUG IN CANDLE WARMER . |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | A1: 4. FORMICA TRIM IS BROKEN (TAPED). FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR.<br>C3: (NO ACCESS) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM HAS A STRONG ODOR. 10. FIRE EXTINGUISHER BLOCKED. 15. DOOR CLOSER COVER IS MISSING.<br>D4: 4. CEILING TILE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.<br>E4: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.<br>PLAY GROUNDS: 14. GAP IN PIP IS CREATING A TRIP HAZARD. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | | X | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

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

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

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

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

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

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

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 48 | 49 | 46 | 46 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 40 | 45 | 35 | 36 | 33 | 34 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 178 | 174 | 97.75 | 2.25 | 48.85 |
| Female | 101 | 97 | 96.04 | 3.96 | 50.52 |
| Male | 77 | 77 | 100.00 | 0.00 | 46.75 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 18 | 100.00 | 0.00 | 50.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 12 | 12 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 61 | 59 | 96.72 | 3.28 | 40.68 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 58.33 |
| White | 55 | 54 | 98.18 | 1.82 | 53.70 |
| English Learners | 21 | 19 | 90.48 | 9.52 | 21.05 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 60 | 57 | 95.00 | 5.00 | 36.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | 31 | 100.00 | 0.00 | 12.90 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 178 | 175 | 98.31 | 1.69 | 45.14 |
| Female | 101 | 98 | 97.03 | 2.97 | 41.84 |
| Male | 77 | 77 | 100.00 | 0.00 | 49.35 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 18 | 100.00 | 0.00 | 50.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 12 | 12 | 100.00 | 0.00 | 58.33 |
| Hispanic or Latino | 61 | 59 | 96.72 | 3.28 | 28.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 25 | 24 | 96.00 | 4.00 | 54.17 |
| White | 55 | 55 | 100.00 | 0.00 | 54.55 |
| English Learners | 21 | 20 | 95.24 | 4.76 | 35.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 60 | 58 | 96.67 | 3.33 | 27.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | 31 | 100.00 | 0.00 | 12.90 |

## CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 30.88 | 43.48 | 29.32 | 30.54 | 29.47 | 30.29 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 49 | 47 | 95.92 | 4.08 | 42.55 |
| Female | 25 | 23 | 92.00 | 8.00 | 43.48 |
| Male | 24 | 24 | 100.00 | 0.00 | 41.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 38.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 50.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 10 | 90.91 | 9.09 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

| 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. |

## 2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 94% | 96% | 96% | 96% | 96% |

| 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. |

## 2023-24 Opportunities for Parental Involvement

We welcome parent involvement at Ayers and have many avenues for becoming involved in our school community.  One way to become involved is through 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) 682-7686 or email AyersPTA@gmail.com

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 395 | 388 | 103 | 26.5 |
| Female | 186 | 184 | 44 | 23.9 |
| Male | 209 | 204 | 59 | 28.9 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 42 | 41 | 16 | 39.0 |
| Black or African American | 12 | 11 | 0 | 0.0 |
| Filipino | 28 | 28 | 6 | 21.4 |
| Hispanic or Latino | 123 | 119 | 29 | 24.4 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 0 | 0.0 |
| Two or More Races | 42 | 42 | 10 | 23.8 |
| White | 135 | 135 | 41 | 30.4 |
| English Learners | 58 | 55 | 14 | 25.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 6 | 6 | 3 | 50.0 |
| Socioeconomically Disadvantaged | 125 | 121 | 40 | 33.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 89 | 88 | 37 | 42.0 |

## 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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.25 | 0.25 | 0.04 | 3.07 | 3.98 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.25 | 0 |
| Female | 0 | 0 |
| Male | 0.48 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0.74 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 1.12 | 0 |

## 2023-24 School Safety Plan

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. School staff reviews the safety plan in August and January and provides additional feedback throughout the school year as needed.

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

### 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.

### 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 | 23 | 1 | 2 | |
| 1 | 22 | | 3 | |
| 2 | 30 | | 2 | |
| 3 | 26 | | 2 | |
| 4 | 32 | | 2 | |
| 5 | 30 | | 2 | |
| Other | 13 | 3 | | |

### 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 | 20 | 2 | 1 | |
| 1 | 28 | | 2 | |
| 2 | 31 | | 2 | |
| 3 | 31 | | 2 | |
| 4 | 22 | | 2 | |
| 5 | 32 | | 2 | |
| Other | 11 | 3 | | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 22 | 1 | 2 | 0 |
| 1 | 26 | 1 | 1 | 0 |
| 2 | 27 | 0 | 2 | 0 |
| 3 | 31 | 0 | 2 | 0 |
| 4 | 29 | 0 | 2 | 0 |
| 5 | 22 | 1 | 1 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 15 | 3 | 0 | 0 |

## 2022-23 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** | 754 |

## 2022-23 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)** | 0.5 |
| **Library Media Teacher (Librarian)** | 0.4 |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 0.4 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 0.6 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $ 13,692.48 | $ 5,919.50 | $ 7,772.98 | $ 62,733.20 |
| District | N/A | N/A | $ 8,304.45 | $83,724 |
| Percent Difference - School Site and District | N/A | N/A | -3.1 | -200.0 |
| State | N/A | N/A | $7,607 | $87,885 |
| Percent Difference - School Site and State | N/A | N/A | -200.0 | -200.0 |

## Fiscal Year 2022-23 Types of Services Funded

Teachers provide differentiated instruction in all classrooms, (Response to Intervention (RTI) is provided by regular education staff and PTA funded instructional assistants. Ayers has a full continuum (TK-5) of Special Day Classes (SDC) for students who are identified as having a qualifying disability. Speech and Language and/or Occupational Therapy services as well as Resource are available to students as dictated by their Special Education Individualized Education Plan. After school intervention is offered to students struggling in various academic content areas and run by credentialed teachers

We have a free and reduced lunch program available for students who qualify. Emerging Bilingual students are supported with SDAIE strategies throughout the day and langauge instruction daily. We have increased our access to technology with one-to-one Chromebooks in grades 2 - 5, and in class technology for the lower grades for introduction to 21st Century learning skills.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 |
|---|---|---|
| Beginning Teacher Salary | $55,472 | $55,550 |
| Mid-Range Teacher Salary | $76,586 | $80,703 |
| Highest Teacher Salary | $102,279 | $109,418 |
| Average Principal Salary (Elementary) | $117,882 | $137,703 |
| Average Principal Salary (Middle) | $126,641 | $143,760 |
| Average Principal Salary (High) | $139,768 | $159,021 |
| Superintendent Salary | $298,000 | $319,443 |
| Percent of Budget for Teacher Salaries | 32.43% | 30.35% |
| Percent of Budget for Administrative Salaries | 4.8% | 4.87% |

## Professional Development

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 Promethean Activeboards, 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.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | |