

Ayers Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Ayers Elementary School
Street	5120 Myrtle Drive
City, State, Zip	Concord, CA 94521
Phone Number	(925) 682-7686
Principal	Jennifer McCullough
Email Address	mcculloughj@mdusd.org
School Website	ayers.mdusd.org
Grade Span	K-5
County-District-School (CDS) Code	07 61754 6003958

2025-26 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

2025-26 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. The mission of Ayers Elementary School is to help all students succeed as learners and as productive citizens. All students will become knowledgeable about all of the subjects important for 21st Century learners. They will learn how to acquire, evaluate, and integrate information. Learning will take place in an environment in which the diversity of each person is valued and celebrated, and all persons, students, parents, and staff, are treated with dignity and respect.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	61
Grade 2	60
Grade 3	65
Grade 4	58
Grade 5	67
Total Enrollment	394

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	53.8
Non-Binary	0.3
Asian	8.1
Black or African American	3.3
Filipino	6.6
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	9.9
White	37.3
English Learners	14.5
Homeless	0.3
Socioeconomically Disadvantaged	40.9
Students with Disabilities	21.1

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.

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	86.67	1096.9	84.15	234405.2	84
Intern Credential Holders Properly Assigned	0	0	14.8	1.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	46.5	3.57	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	60.4	4.64	11953.1	4.28
Unknown/Incomplete/NA	2	13.33	84.7	6.5	15831.9	5.67
Total Teaching Positions	15	100	1303.5	100	279044.8	100

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.

2022-23 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	86.67	1019.1	81.44	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	0.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	82.9	6.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.6	4.04	11746.9	4.23
Unknown/Incomplete/NA	2	13.33	86.2	6.89	14303.8	5.15
Total Teaching Positions	15	100	1251.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	12	75	985.8	77.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	18.7	1.47	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	120.3	9.48	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.25	61.9	4.88	12112.8	4.34
Unknown/Incomplete/NA	3	18.75	82.5	6.51	13705.8	4.91
Total Teaching Positions	16	100	1269.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Ayers Elementary ensures that district curriculum needs are fully met by providing teachers with the required instructional materials, aligned resources, and ongoing support to deliver high-quality instruction. Every student has access to the appropriate textbooks, digital platforms, and learning tools, ensuring no child is without the materials needed to participate and succeed.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Reading Wonders 2017 - Adopted 2017	0
Mathematics	McGraw Hill: CA Reveal Math 2025 - Adopted 2025	0
Science	Carolina Science, Building Blocks - Adopted 2022	0
History-Social Science	Savvas Learning Company My World Interactive - Adopted 2023	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	0

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

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

11/19/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>A1: 4. FORMICA TRIM IS MISSING. FLOOR TILES ARE BROKEN. COUNTERTOP IS LOOSE. 15. DOOR CLOSER COVER IS MISSING IN RR. A2: 4. CEILING TILE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. B1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. B2: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B5: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B6: 4. FORMICA TRIM IS MISSING ON BACK SPLASH. 7. CORDS ARE CREATING TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN AT THRESHOLD. C2: 4. CEILING TILE HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C3: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C4: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. D2: 4. CEILING TILE HAS A HOLE. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING. D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. D4: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR. E3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. E5: 4. CEILING TILE HAS STAINS. 10. FIRE EXTINGUISHER IS NOT MOUNTED. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. KITCHEN: 4. FLOOR TILES ARE LIFTING. LIBRARY: 4. CARPET IS SEPARATING AT SEAMS. MULTI-USE ROOM: 4. CEILING TILES HAVE WATER STAINS. NURSE: 4. CEILING TILE IS BROKEN. OFFICE MANAGER: 4. CEILING TILE HAS A WATER STAIN. OFFICE: 4. CEILING TILE IS BROKEN.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>B2: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CABINETS.</p>

School Facility Conditions and Planned Improvements

			<p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. B5: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. COUNTERTOPS ARE CLUTTERED. C2: 4. CEILING TILE HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C3: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C4: 4. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. D1: 5. UNSECURED ITEMS STORED TOO HIGH. D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. E3: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. E4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. TEACHERS LOUNGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical	X		<p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. B6: 4. FORMICA TRIM IS MISSING ON BACK SPLASH. 7. CORDS ARE CREATING TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		<p>A2: 4. CEILING TILE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CABINETS. C2: 4. CEILING TILE HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C3: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES C5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. D2: 4. CEILING TILE HAS A HOLE. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING. D3: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. D4: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR.</p>

School Facility Conditions and Planned Improvements

			E5: 4. CEILING TILE HAS STAINS. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		A1: 4. FORMICA TRIM IS MISSING. FLOOR TILES ARE BROKEN. COUNTERTOP IS LOOSE. 15. DOOR CLOSER COVER IS MISSING IN RR. B6: 4. FORMICA TRIM IS MISSING ON BACK SPLASH. 7. CORDS ARE CREATING TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING. D2: 4. CEILING TILE HAS A HOLE. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING. GIRLS REST ROOM: 15. DOOR CLOSER COVER IS MISSING.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	51	45	48	47	48
Mathematics (grades 3-8 and 11)	42	39	37	39	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	186	99.47	0.53	51.08
Female	94	94	100.00	0.00	54.26
Male	93	92	98.92	1.08	47.83
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	47.06
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	64	64	100.00	0.00	39.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	60.00

White	67	67	100.00	0.00	59.70
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100.00	0.00	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	17.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	186	99.47	0.53	38.71
Female	94	94	100.00	0.00	42.55
Male	93	92	98.92	1.08	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	64	64	100.00	0.00	28.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	50.00
White	67	67	100.00	0.00	44.78
English Learners	27	27	100.00	0.00	3.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	72	72	100.00	0.00	26.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	15.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.43	33.82	31.74	32.4	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	33.82
Female	39	39	100.00	0.00	38.46
Male	29	29	100.00	0.00	27.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	45.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	92.60%	98.50%	97.1%	92.6%	97.1%

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.

2025-26 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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	401	63	15.7
Female	190	185	28	15.1
Male	223	215	35	16.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	6	18.2
Black or African American	13	13	1	7.7
Filipino	27	27	5	18.5
Hispanic or Latino	132	124	25	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	41	4	9.8
White	147	147	15	10.2
English Learners	62	59	9	15.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	182	171	33	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	98	22	22.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.25	1.19	0.97	3.98	4.51	3.07	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.03	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.97	0.00
Female	0.00	0.00
Male	1.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.01	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 cliff note 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. All classrooms are equipped with Walkie Talkie's and staff utilize these when on yard duty or when they have their class outside to ensure quick communication with the school office.

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 classroom 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	0	2	0
1	21	1	1	0
2	26	0	2	0
3	27	0	2	0
4	30	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	13	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27		2	
1	27		2	
2	25		2	
3	29		2	
4	27		2	
5	30		2	
Other	13	3		

2024-25 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	646.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 16,536.23	\$ 7,141.67	\$ 9,394.57	\$ 67,144.85
District	N/A	N/A	\$ 9,647.66	\$90,230
Percent Difference - School Site and District	N/A	N/A	-3.1	-200.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 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 snack and lunch program available for students who qualify. Emerging Bilingual students are supported with SDAIE strategies throughout the day and Designated English Language 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,020	\$60,863
Mid-Range Teacher Salary	\$82,867	\$93,575
Highest Teacher Salary	\$110,663	\$125,548
Average Principal Salary (Elementary)	\$128,235	\$157,645
Average Principal Salary (Middle)	\$134,554	\$165,341
Average Principal Salary (High)	\$148,105	\$182,580
Superintendent Salary	\$305,000	\$357,064
Percent of Budget for Teacher Salaries	28.6%	30.36%
Percent of Budget for Administrative Salaries	4.9%	4.88%

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 the implementation of the new Math program; Reveal Math and Building Thinking Classrooms. Some of the English Language Arts Professional Development for this school year includes complex text and the science of reading with TNTP and ELA ILT PD focused on complex text and the science of reading with TNTP. Teachers are engaging in grade level Data Talks to desegregate student data to inform a Tier System of Support. Some additional training topics during the 2025-2026 school year include Understanding Neurodiversity and Effective Strategies for Success in the General Education Classroom and Trauma Informed Teaching Practices. Additionally, Mt Diablo Teachers on Special Assignment have provided in class coaching and collaboration support for some grade levels.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3