J. O. Ford Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	J. O. Ford Elementary School
Street	2711 Maricopa Avenue
City, State, Zip	Richmond, California, 94804
Phone Number	(510) 231-1421
Principal	Barbara Penny-James
E-mail Address	BPenny-James@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=885
CDS Code	07-61796-6004766

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

We strive to provide a rigorous, culturally relevant, California Common Core State standards-based, research based instructional program. Our students will demonstrate 21st Century skills and abilities including critical thinking, problem solving, collaboration and effective communication. Students will exhibit productive, responsible citizenship in an emotionally and physically safe learning environment. Our teachers use data-driven and differentiated instruction to ensure maximum development of every student. We believe in the education of the Whole Child, academically physically, socially/ emotionally and talent development. Our mottos are "A Commitment to Excellence" and "We are all a family under one sky."

Ford School, informally named Ford International MicroSociety School, because of rich, diverse population, serves Pre-School through sixth grade students. We strive to give our school an international flavor based on the diversity of our community. Our school made steady progress toward reaching the Federal No Child Left Behind goals and was honored by the California Business for Education Excellence and Just for the Kids- California Honor Roll School in 2008. We achieved the AYP/API goals during the 2009 school year by achieving 781 points. Ford School received the state's Academic Achievement Award in May of 2009 for reaching the AYP/API targets for two years in a row. However, with the move to a temporary location while our new school building was being constructed, our API declined to 759 in 2010 and 746 in 2011due to the loss of several students and the enrollment of many transient students However, with the move into our new facility, we earn 16 points on the 2012 CST scores for a total of 760. Our CST scores dipped again to 720 during the 2012-13 school year due to the influx of new students which raised our student population from 380 to 500 from February to September, 2012. The majority of our new students enrolled with CST scores in the Far Below Basic range. As our student population stabilizes, we expect that our student achievement scores will increase substantially again.

The dedicated, reflective instructional staff of Ford School has high expectations for the students we serve and work beyond the call of duty to help students achieve success.

Ford School is successful due to many factors-among them is our After School Program, our MicroSociety Program and the Response-to -Intervention program which provides for individualized and small group instruction.

The MicroSociety Program gives our students an opportunity to create and run their own city. Students elect a mayor, vice mayor and city council members who make recommendations for the operation of the school during Town Hall Meetings. An after-school leadership and public speaking class provides training in effective leadership for the school, community and the city. Students have an opportunity to apply for a job, create a business and sell their goods and services on Market Days. Connecting the real world to school learning standards to make the learning relevant is the common purpose of our Ford City. With the addition of a School community Outreach Worker, our goal is to greatly increase parental and community participation in our school as well as provide health and human services for families who need it. . The increasing use of technology, including Ipads, an LCD projector and a document camera in every classroom, teachers are bringing the world into the classroom, and maximizing "teachable moments" with students, especially English learners. Using technology allows for higher engagement, increased access to information, and increased learning opportunities for both students and teachers who use technology across the curriculum.

Thanks to Measure J, the Ford community is fortunate to have a brand new, state of the art building designed with the "whole child" concept. The Southwestern decor provides a joyful, colorful learning environment for our pre-school through sixth grade students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	89
Grade 1	87
Grade 2	65
Grade 3	61
Grade 4	63
Grade 5	54
Total Enrollment	491

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.0
Asian	4.9
Filipino	2.0
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	1.2
White	2.4
Two or More Races	0.2
Socioeconomically Disadvantaged	93.1
English Learners	68.2
Students with Disabilities	5.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	**2013-14**	**2014-15**	**2014-15**
With Full Credential	17	17	19	19
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected:

Several Leap Frog Programs are being implemented at Ford School; both as a supplement to the regular literacy program, in the after-school programs and as parent take-home programs. Additionally, Steck-Vaughn Vocabulary Program is used as a supplement to the English Language Development Program.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-3) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill Califonia Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Ford is in the process of being reconstructed. The new building is scheduled to open in 2011. The student body and staff are currently in portables located on the Downer Campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	Paint needed in several areas site-wide (work completed)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	Repair light fixtures and plugs (work completed)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	Repair loose partitions, replace soap dispensers (work completed)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	Install kick-down door holders (work order created), adjust door closers and doors (work completed)

Overall Facility Rating (Most Recent Year)

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	38	19	42	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	42
Male	52
Female	32
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	42
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40	45	36	41	43	42	54	56	55
Mathematics	48	45	36	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	2
Similar Schools	3	6	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School		14	-41
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15	15	-38
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-6	16	-43
English Learners	-16	10	-30
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	25.0	7.7	11.5

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS
- Adult ESL Class every Monday and Friday morning through the Adult School
- Family Math and Science: Families are invited to an evening of hands-on math and Science activities.
- Use of Technology to promote depth of knowledge, background knowledge, homework help and project based learning
- Family Play Day designed by Playworks
- Family Literacy: Families read together and learn strategies and skills for improving literacy.
- Introduction to the California Common Core Standards for parents
- Parents Sharing with Parents Workshop: Parents whose children experience academic success share "at home" practices.
- Parental volunteerism: Parents are encouraged to volunteer in classrooms, office, library and on field trips.
- Principal/Parent Classroom Walkthrough Program so that parents can become more comfortable in the classrooms.

Students and staff provide a Parent Appreciation dinner and Talent Show at the end of each school year.

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): The PTA raises funds to provide study trips, assemblies and student awards. Parent groups encourage other parents to participate in classrooms and on study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a decision making School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). Our meetings are held on the third Thursday of every month.

ELAC (English Learner Advisory Committee) will advise Parents and staff on strategies, books, and materials for English Learners

Through our Parent Center, our parents are learning about financial literacy by making products to sell at local crafts fairs. Parents are also actively involved in the newly formed health and gardening project at the school. Parents learned about nutrition and presented nutrition and recipies for healthy snacks in several classrooms, and they helped plan and supported the festivities for "The Day of the Child."
Our involved, enthusiastic Parent organizations help to build a strong, successful school.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.2	1.3	0.2	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Safety Plan was written with the help of the Richmond Police Emergency Services Department and Richmond Fire Department. At the beginning of each school year, the safety plan is reviewed and updated. Each staff member is assigned a specific job in the event of an emergency. Monthly fire drills and semi-annual Earthquake drills are conducted. Information about emergency procedures was sent to all parents.

Playground supervision begins at 8:00 a.m. and continues at recess periods and dismissal time. All visitors, volunteers and hourly employees check in at the office to receive a Visitor pass.
All students are taught playground safety rules during the scheduled time with Playworks.
Students receive training in character education, conflict management, and Lifeskills to teach values in an attempt to reduce the referral and suspension rates during the year.
Eligible Students receive recognition and an award for Good Citizenship three times per year. If nominated for all three trimesters, the student receives a trophy for making Ford School a "Peaceful Place."
Safety Committee Members will be trained in Restorative Justice Strategies with the intent of training other faculty members..

Parents will also receive the adult version of the same topics listed above.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	0	2	0	24	1	4		22	2	2	
1	23	1	1	0	21	1	2		22	1	3	
2	18.7	3	0	0	29		2		22	1	2	
3	19.3	2	1	0	31		2		20	1	2	
4	30	0	1	1	32		2		32		2	
5	29.5	0	2	0	25	1	1	1	27		2	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.50	---
Resource Specialist	.80	---
Other		---

Note: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,250.20	$2,580.92	$4,669.28	$54,951.36
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-15.8	-0.3
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-15.7	-21.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Ford School include:

- ESEA-Title I
- Economic Impact Aid
- Healthy Start
- Special Ed
- Gifted and Talented Ed
- Mt Diablo USD ASES
- SLIB
- Nell-Soto Grant

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

The instructional staff and administration are participating in Professiona;l Development in a number of areas. Among them are: Unpacking and using the Common Core Standards, Use of Informational Text, Engagement Strategies, Lesson Study, Culturally Responsive Pedagogy and Frontloading Strategies (GLAD). Teachers can select specific local, state and sometimes national workshops to attend. The focus of our Professional Development plan is aligned with our district plan which includes workshops in Accelerated Reader, California Treasures Reading Language Arts, Step Up to Writing, English Language Development (ELD), WRITE, and Microsociety. Additionally the instructional staff and administration are learning how to effectively differentiate instruction and implement Response to Intervention (RtI). Instructional Assistants and Tutors are trained by our District Reading/Language Arts/Specialist to assist with effective literacy and "Tier 1" intervention strategies in the classrooms. Teachers also meet in grade level groups to use data and collaboratively design standards based lessons for each six to eight week unit of study across the curriculum. Creating grade level formative assessments for foundational skills are constantly being developed by teachers based on the skills being taught. Rubrics are created to review writing and project based learning.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, regularly scheduled grade-level opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations and teacher request for support. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. Training is also available in classroom management and the effective use of assessment data. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.