<div style="border: 2px solid navy; text-align: center;">

# J.O. Ford Elementary School
## School Accountability Report Card
## Reported Using Data from the 2015-16 School Year
### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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

## About This School

**Contact Information (School Year 2016-17)**

| School Contact Information | |
|---|---|
| **School Name** | J.O. Ford Elementary School |
| **Street** | 2711 Maricopa Avenue |
| **City, State, Zip** | Richmond, CA 94804-1099 |
| **Phone Number** | (510) 231-1421 |
| **Principal** | Teresa Barrera |
| **E-mail Address** | tbarrera@wccusd.net |
| **Web Site** | www.wccusd.net/Page/885 |
| **CDS Code** | 07-61796-6004766 |

| District Contact Information | |
|---|---|
| **District Name** | West Contra Costa Unified School District |
| **Phone Number** | (510) 231-1100 |
| **Superintendent** | Matthew Duffy |
| **E-mail Address** | matthew.duffy@wccusd.net |
| **Web Site** | www.wccusd.net |

**School Description and Mission Statement (School Year 2016-17)**

JO Ford Elementary School, informally named Ford City School, serves preschool through sixth grade students. The dedicated and reflective staff of Ford School has high expectations for the students we serve and work beyond the call of duty to help students achieve success. We strive to provide a rigorous, culturally relevant, California Common Core State Standards-based, and 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 and 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 in terms of talent development, and we enthusiastically celebrate the diversity of our community.

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 individualized and small group instruction. The MicroSociety Program provides our students with 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. 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 and making the learning relevant are the common purposes 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. At Ford Elementary, we strongly believe that it takes a village to raise a child, and we work as a team with all stakeholders in the best interest of our students.

**Student Enrollment by Grade Level (School Year 2015-16)**

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 92 |
| **Grade 1** | 64 |
| **Grade 2** | 80 |
| **Grade 3** | 79 |
| **Grade 4** | 56 |
| **Grade 5** | 60 |
| **Grade 6** | 54 |
| **Total Enrollment** | 485 |

**Student Enrollment by Group (School Year 2015-16)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 7 |
| **American Indian or Alaska Native** | 0 |
| **Asian** | 4.5 |
| **Filipino** | 1.9 |
| **Hispanic or Latino** | 80.6 |
| **Native Hawaiian or Pacific Islander** | 1 |
| **White** | 3.7 |
| **Two or More Races** | 1 |
| **Socioeconomically Disadvantaged** | 90.5 |
| **English Learners** | 68.2 |
| **Students with Disabilities** | 5.6 |
| **Foster Youth** | 0.8 |

# 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 |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| **With Full Credential** | 19 | 22 | 23 | 23 |
| **Without Full Credential** | 1 | 1 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| **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 2015-16)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | **Taught by Highly Qualified Teachers** | **Not Taught by Highly Qualified Teachers** |
| **This School** | 100.0 | 0.0 |
| **All Schools in District** | 93.7 | 6.3 |
| **High-Poverty Schools in District** | 93.5 | 6.5 |
| **Low-Poverty Schools in District** | 97.2 | 2.8 |

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 2016-17)**

**Year and month in which data were collected:** November 2016

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.

| Subject | 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 (TK-6) / 2012<br>Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012 | Yes | 0% |
| **Mathematics** | McGraw-Hill, My Math (TK-5) / 2016<br>Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or<br>McGraw Hill, Math Course 1 (gr 6) / 2016 | Yes | 0% |
| **Science** | Scott Foresman, Science (K-6) / 2008<br>Scott Foresman, Ciencias / 2008 – TBE (K-2) | Yes | 0% |
| **History-Social Science** | Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007<br>Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2) | Yes | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In 2012 the construction of the new J.O. Ford Elementary School campus was completed. The new campus is two stories which houses our classrooms, library, cafeteria, and computer lab. We have a school garden that the children enjoy working in. School facilities are cleaned daily, and all safety work orders are called in for expediency.

**School Facility Good Repair Status (Most Recent Year)**

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | Repair rubber stair tread in main lobby<br>Repair cork board in hall by cafeteria<br>Paint walls in hall by cafeteria, hallway by room 126, 223, 215, and 217<br>Replace lexan at sneeze guard in cafeteria |
| **Interior:** Interior Surfaces | | | X | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | | | X | Light bulbs out in boys restroom by room 212, boys cafeteria restroom, and kitchen |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | | X | Sink sensor not working in boys and girls restrooms by room 212, boys restroom by room 128<br>Light bulbs out in boys restroom by room 212, boys cafeteria restroom |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Adjust door closers in the cafeteria<br>Wires sticking out of mat on main play structure |

Table header (spanning): **School Facility Good Repair Status (Most Recent Year)** / **Year and month of the most recent FIT report:** July 2016

**Overall Facility Rating (Most Recent Year)**

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| **Overall Rating** | | | X | |

Table header (spanning): **Year and month of the most recent FIT report: July 2016**

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| **English Language Arts/Literacy** | 24 | 27 | 33 | 35 | 44 | 48 |
| **Mathematics** | 17 | 15 | 23 | 25 | 34 | 36 |

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.

### CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | **Enrolled** | **Tested** | **Tested** | **Standard Met or Exceeded** |
| **All Students** | 3 | 79 | 77 | 97.5 | 13.0 |
| | 4 | 56 | 53 | 94.6 | 24.5 |
| | 5 | 64 | 61 | 95.3 | 44.1 |
| | 6 | 57 | 55 | 96.5 | 30.9 |
| **Male** | 3 | 43 | 42 | 97.7 | 14.3 |
| | 4 | 32 | 30 | 93.8 | 26.7 |
| | 5 | 36 | 35 | 97.2 | 28.6 |
| | 6 | 26 | 26 | 100.0 | 7.7 |
| **Female** | 3 | 36 | 35 | 97.2 | 11.4 |
| | 4 | 24 | 23 | 95.8 | 21.7 |
| | 5 | 28 | 26 | 92.9 | 66.7 |
| | 6 | 31 | 29 | 93.5 | 51.7 |
| **Black or African American** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| **Asian** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 64 | 62 | 96.9 | 12.9 |
| | 4 | 46 | 44 | 95.7 | 22.7 |
| | 5 | 52 | 51 | 98.1 | 46.0 |
| | 6 | 46 | 44 | 95.7 | 31.8 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 76 | 74 | 97.4 | 12.2 |
| | 4 | 55 | 52 | 94.5 | 23.1 |
| | 5 | 58 | 57 | 98.3 | 43.6 |
| | 6 | 55 | 53 | 96.4 | 30.2 |
| English Learners | 3 | 55 | 54 | 98.2 | 3.7 |
| | 4 | 28 | 25 | 89.3 | 4.0 |
| | 5 | 27 | 25 | 92.6 | 20.0 |
| | 6 | 30 | 28 | 93.3 | 17.9 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA.  The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| **All Students** | 3 | 79 | 78 | 98.7 | 22.1 |
| | 4 | 56 | 53 | 94.6 | 9.4 |
| | 5 | 64 | 61 | 95.3 | 15.3 |
| | 6 | 57 | 55 | 96.5 | 9.1 |
| **Male** | 3 | 43 | 43 | 100.0 | 25.6 |
| | 4 | 32 | 30 | 93.8 | 10.0 |
| | 5 | 36 | 35 | 97.2 | 17.1 |
| | 6 | 26 | 26 | 100.0 | 7.7 |
| **Female** | 3 | 36 | 35 | 97.2 | 17.6 |
| | 4 | 24 | 23 | 95.8 | 8.7 |
| | 5 | 28 | 26 | 92.9 | 12.5 |
| | 6 | 31 | 29 | 93.5 | 10.3 |
| **Black or African American** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| **Asian** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| **Filipino** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| **Hispanic or Latino** | 3 | 64 | 63 | 98.4 | 25.8 |
| | 4 | 46 | 44 | 95.7 | 9.1 |
| | 5 | 52 | 51 | 98.1 | 18.0 |
| | 6 | 46 | 44 | 95.7 | 6.8 |
| **Native Hawaiian or Pacific Islander** | 3 | -- | -- | -- | -- |
| **White** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | **Enrolled** | **Tested** | **Tested** | **Standard Met or Exceeded** |
| **Two or More Races** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 3 | 76 | 75 | 98.7 | 21.6 |
| | 4 | 55 | 52 | 94.5 | 9.6 |
| | 5 | 58 | 57 | 98.3 | 16.4 |
| | 6 | 55 | 53 | 96.4 | 9.4 |
| **English Learners** | 3 | 55 | 55 | 100.0 | 20.4 |
| | 4 | 28 | 25 | 89.3 | |
| | 5 | 27 | 25 | 92.6 | 8.0 |
| | 6 | 30 | 28 | 93.3 | |
| **Students with Disabilities** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| **Foster Youth** | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Science for All Students**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Science (grades 5, 8, and 10)** | 42 | 20 | 38 | 48 | 46 | 40 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---|---|---|---|---|
| All Students | 64 | 63 | 98.4 | 38.1 |
| Male | 36 | 35 | 97.2 | 42.9 |
| Female | 28 | 28 | 100.0 | 32.1 |
| Hispanic or Latino | 52 | 52 | 100.0 | 38.5 |
| Socioeconomically Disadvantaged | 58 | 58 | 100.0 | 39.7 |
| English Learners | 27 | 26 | 96.3 | 19.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

## 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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 26.7 | 10 | 16.7 |

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 (School Year 2016-17)**

PARENT INVOLVEMENT PROGRAMS
- Adult ESL Class every Monday and Friday morning through the Adult School
- Family Math Night
- Family Play Night designed by Playworks
- Family Literacy Workshops provided by Literacy Lab
- Workshops provided for parents (topics include California Common Core Standards, SBAC assessments, report cards, parenting strategies, etc.)
- Coffee hours 2-3 times a month
- Parents Sharing with Parents Workshops
- Parental Volunteerism

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).
ELAC (English Learner Advisory Committee): Advises parents and staff on strategies, books, and materials for English Learners

Our involved and enthusiastic parent organizations help to build a strong and 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Suspensions** | 0.2 | 0.0 | 2.1 | 6.6 | 6.2 | 6.3 | 4.4 | 3.8 | 3.7 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2016-17)**

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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. The plan was most recently reviewed in October 2016.  The plan includes a description of how to prepare for and execute procedures for a variety of emergencies, including earthquake, fire, active shooter, and bomb threats.  District nurse staff will be working with school staff to develop additional protocols to promote student safety.

# 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.

**Federal Intervention Program (School Year 2016-17)**

| 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** | N/A | 20 |
| **Percent of Schools Currently in Program Improvement** | N/A | 71.4 |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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** | 25 | 1 | 3 | | 22 | 1 | 3 | | 23 | | 4 | |
| **1** | 26 | | 3 | | 25 | | 3 | | 22 | 1 | 2 | |
| **2** | 25 | | 2 | | 23 | | 3 | | 23 | | 4 | |
| **3** | 25 | | 3 | | 23 | 1 | 2 | | 21 | 1 | 2 | |
| **4** | 32 | | 2 | | 33 | | | 2 | 28 | | 2 | |
| **5** | 27 | | 1 | | 28 | | 2 | | 31 | | 2 | |
| **6** | 33 | | 1 | 2 | 27 | | 2 | | 29 | | 2 | |

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 2015-16)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 0 | 0 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | N/A |
| **Library Media Teacher (Librarian)** | 0 | N/A |
| **Library Media Services Staff (Paraprofessional)** | .20 | N/A |
| **Psychologist** | .10 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 0 | N/A |
| **Speech/Language/Hearing Specialist** | .40 | N/A |
| **Resource Specialist** | 1.00 | N/A |
| **Other** | 0 | N/A |

Note: Cells with N/A values 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 2014-15)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | 5579.39 | 1371.08 | 4208.32 | 60317.00 |
| **District** | N/A | N/A | 6412.40 | 65071.41 |
| **Percent Difference: School Site and District** | N/A | N/A | -34.4 | -7.3 |
| **State** | N/A | N/A | $5,677 | $75,837 |
| **Percent Difference: School Site and State** | N/A | N/A | -25.9 | -20.5 |

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

**Types of Services Funded (Fiscal Year 2015-16)**

Programs and services available at Ford School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
21ST CENTURY CCLC
HEALTHY START-ASLSNPP
SPECIAL ED - E
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $38,699 | $45,092 |
| **Mid-Range Teacher Salary** | $59,640 | $71,627 |
| **Highest Teacher Salary** | $79,951 | $93,288 |
| **Average Principal Salary (Elementary)** | $91,385 | $115,631 |
| **Average Principal Salary (Middle)** | $96,869 | $120,915 |
| **Average Principal Salary (High)** | $108,183 | $132,029 |
| **Superintendent Salary** | $231,795 | $249,537 |
| **Percent of Budget for Teacher Salaries** | 31% | 37% |
| **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 (Most Recent Three Years)**

The instructional staff and administration are participating in Professional 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), 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. In addition to academics, Ford's staff is also learning about trauma-informed practices, PBIS, and social-emotional strategies for elementary students.

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.