

Ford Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Ford Elementary
Street	2711 Maricopa Ave.
City, State, Zip	Richmond, Ca, 94804-1091
Phone Number	510-231-1421
Principal	Wendy Gonzalez
E-mail Address	wgonzalez@wccusd.net
County-District-School (CDS) Code	07617966004766

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

At Ford Elementary, students connect academics to real world to develop critical thinking skills and receive individualized instruction and supports to meet their unique needs in an environment that fosters community, perseverance, and kindness.

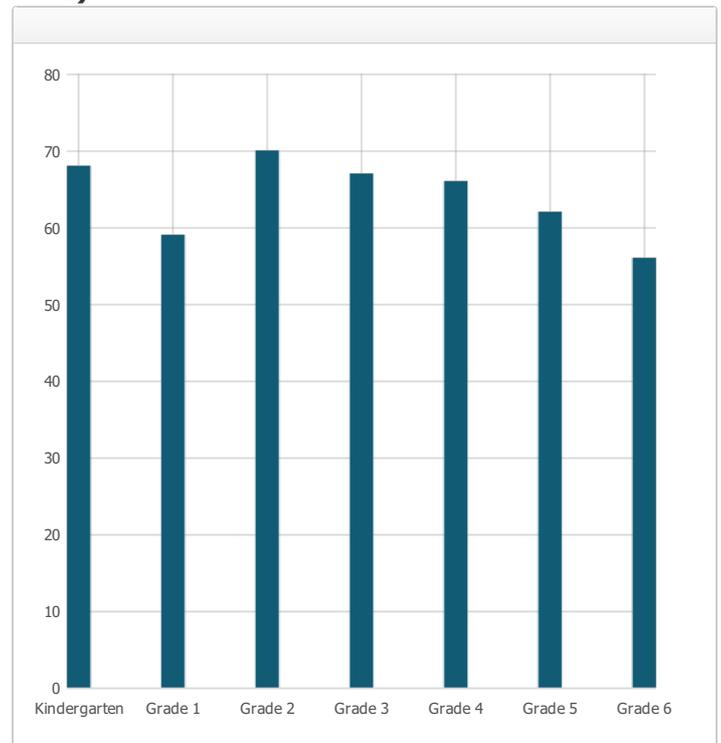
JO Ford Elementary School, informally named Ford City School, serves preschool through sixth grade students. The dedicated and reflective staff of Ford School has high expectations for the students we serve and work beyond the call of duty to help students achieve success. We strive to provide a rigorous, 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. In order to develop students' social and emotional skills, we implement a robust PBIS program model infused with Restorative Justice strategies, in which students are explicitly taught behavioral expectations, rewarded for meeting behavioral expectations, and held accountable for their actions. We view all situations as learning opportunities and provide opportunities for students to learn from their mistakes.

Ford School is successful due to many factors; among them is our After School Program, our dedicated parent volunteers, PTA, and the Response-to-Intervention program which provides individualized and small group instruction. Our student government provides our students with an opportunity to lead and provide the student voice to make our school successful. Students elect a mayor, vice mayor, and city council members who make recommendations for the operation of the school. 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.

Last updated: 1/17/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	68
Grade 1	59
Grade 2	70
Grade 3	67
Grade 4	66
Grade 5	62
Grade 6	56
Total Enrollment	448



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.1 %
American Indian or Alaska Native	%
Asian	6.0 %
Filipino	1.8 %
Hispanic or Latino	81.3 %
Native Hawaiian or Pacific Islander	0.7 %
White	3.8 %
Two or More Races	1.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.3 %
English Learners	61.4 %
Students with Disabilities	6.5 %
Foster Youth	%

A. Conditions of Learning

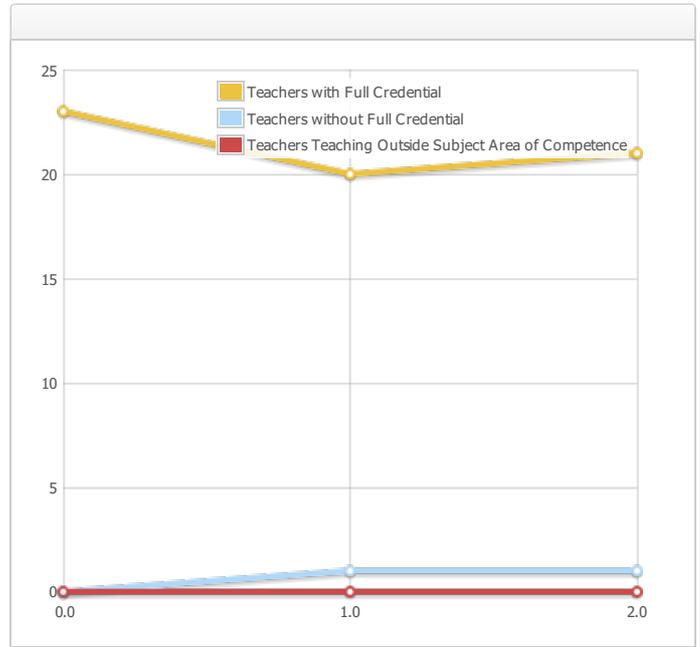
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

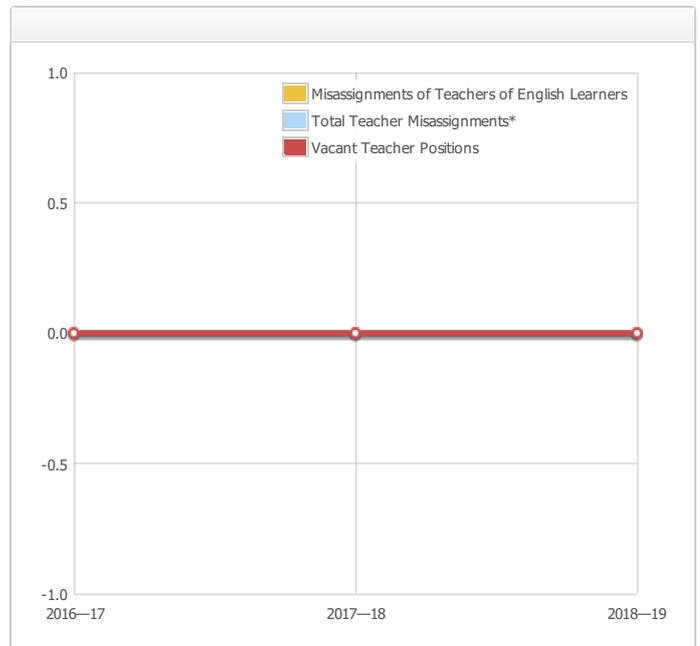
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	20	21	1211
Without Full Credential	0	1	1	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Touch up paint in all hallways (Hallways)
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Light out in boys restroom (Restroom by room 128)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Sink sensor not working (Restroom by room 128) No water pressure at drinking fountain (Hall by storage room 155)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Playground paint very faded (Playground) Sharp edges on climbing wall (Playground) Adjust door closer on single door from outside (Office) Install door bumper (Room 202)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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Last updated: 6/24/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	27.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	12.0%	12.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	243	95.67%	26.75%
Male	126	121	96.03%	27.27%
Female	128	122	95.31%	26.23%
Black or African American	17	16	94.12%	12.50%
American Indian or Alaska Native				
Asian	12	--	75.00%	33.33%
Filipino	--	--	--	
Hispanic or Latino	208	201	96.63%	25.37%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	45.45%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	239	229	95.82%	25.33%
English Learners	190	182	95.79%	26.92%
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	245	96.46%	11.84%
Male	126	121	96.03%	11.57%
Female	128	124	96.88%	12.10%
Black or African American	17	16	94.12%	
American Indian or Alaska Native				
Asian	12	12	100.00%	16.67%
Filipino	--	--	--	
Hispanic or Latino	208	200	96.15%	11.00%
Native Hawaiian or Pacific Islander				
White	11	11	100.00%	36.36%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	239	231	96.65%	--
English Learners	190	185	97.37%	11.35%
Students with Disabilities	17	16	94.12%	6.25%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.5%	14.3%	15.9%

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.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

PARENT INVOLVEMENT PROGRAMS

- Nutrition workshops through Contra Costa County
 - Family Math Night and Family Literacy Night
- Community Building Events ongoing (Caroling Event, Art and Poetry Showcase, Spelling Bee, Science Fair, Volunteer Appreciation, Family game and movie nights, etc.)
- Family Play Night designed by Playworks
 - Workshops provided for parents (topics include California Common Core Standards, SBAC assessments, report cards, parenting strategies, etc.)
 - Parent University
 - Parental Volunteerism
 - Parent Groups: Parent Teacher Association (PTA) and Ford Elementary Parents Council

School Site Council (SSC): 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).

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

African American School Advisory Team (AASAT): Advises parents and staff on strategies, books, and materials for African American students

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

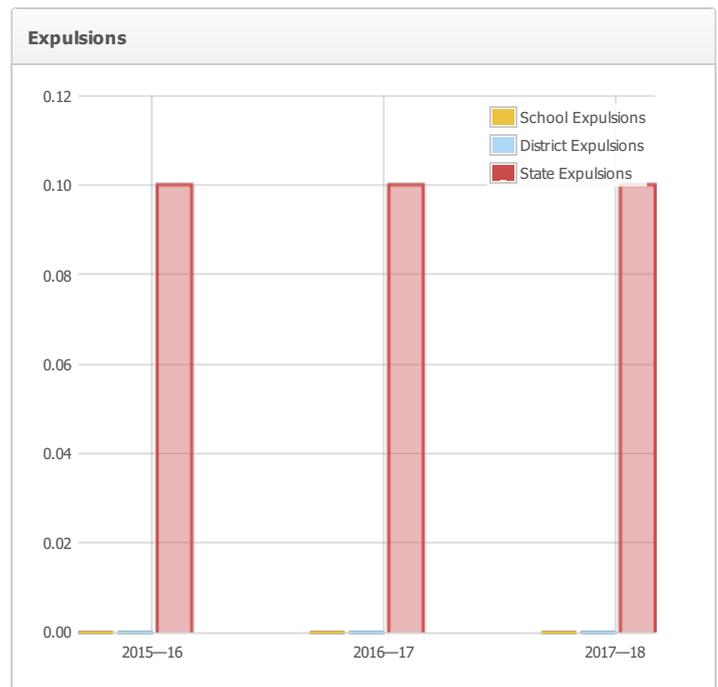
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.1%	4.9%	0.6%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	21.0	1	2	
2	24.0		3	
3	22.0	1	3	
4	28.0		2	
5	30.0		2	
6	27.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	4		
1	25.0		3	
2	22.0	1	2	
3	23.0		3	
4	27.0		3	
5	30.0		2	
6	28.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	4		
1	20.0	2	1	
2	23.0		3	
3	22.0	1	2	
4	33.0			2
5	31.0		2	
6	28.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6082.9	\$1865.8	\$4217.1	\$62976.2
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-58.7%	-7.2%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-43.7%	-24.8%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

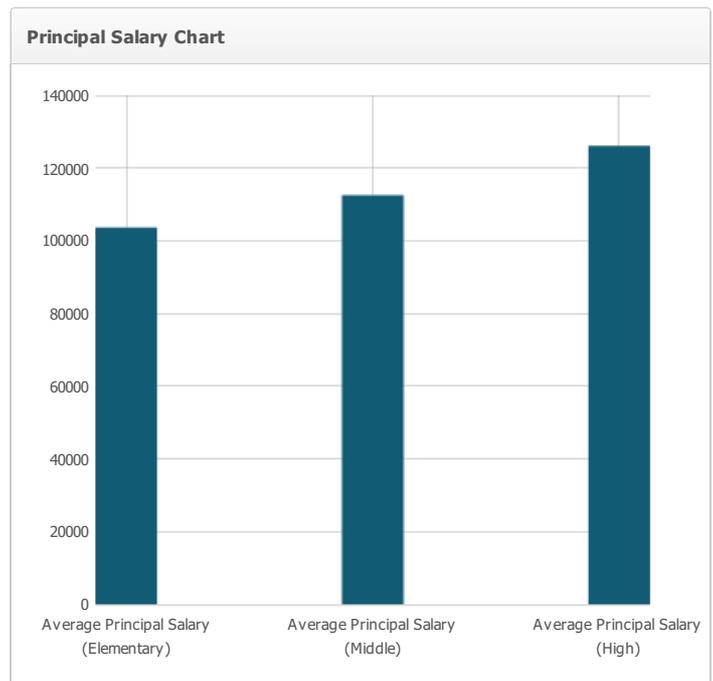
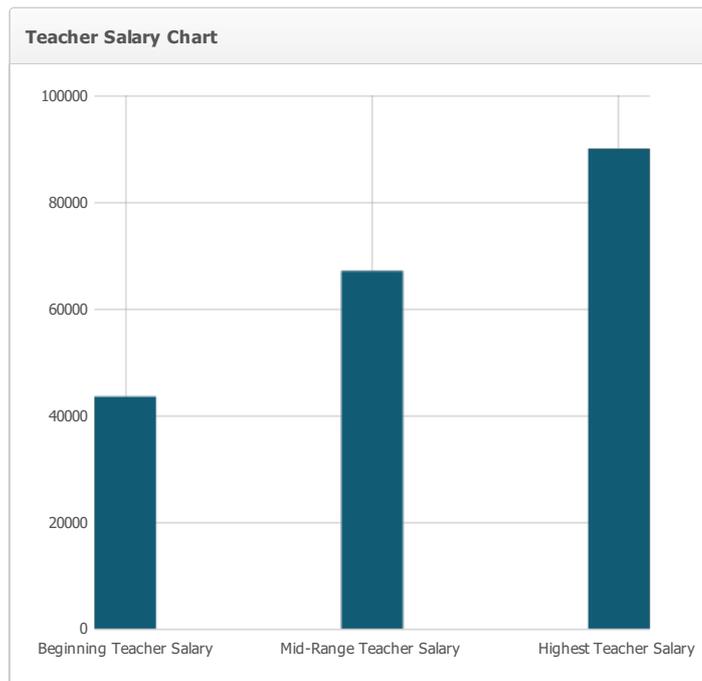
- ART
- SENECA CENTER
- CA ASSOC FOR BILINGUAL EDUCATION
- STARFALL EDUCATION ONLINE
- LOVE LEARN SUCCESS
- STUDY TRIPS
- THE MINDFUL PROJECT
- WILDLIFE ASSOCIATES

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/22/2019

Professional Development

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), and ongoing professional development and support of Lucy Calkins Units of Study writing program. Teachers can select specific local, state and sometimes national workshops to attend. 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, Restorative Justice, 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, 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.

Last updated: 1/17/2019