

J. O. Ford Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	J. O. Ford Elementary School
Street	2711 Maricopa Avenue
City, State, Zip	Richmond, Ca, 94804-1091
Phone Number	510-231-1421
Principal	Rebecca Ridenour
Email Address	rridenour@wccusd.net
School Website	www.wccusd.net/ford
County-District-School (CDS) Code	07617966004766

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

At Ford Elementary, students connect academics to the 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 serves preschool through sixth grade students. The dedicated and reflective staff of Ford School have 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, our PTA, and the Response-to-Intervention program which provides individualized and small group instruction, as well as social emotional skill building and supports. Our student government provides our students with an opportunity to lead and provide the student voice to make our school successful. Through the support and leadership of our School Community Outreach Worker, our goal is to provide a space with strong 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	44
Grade 2	57
Grade 3	65
Grade 4	60
Grade 5	49
Grade 6	57
Total Enrollment	395

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
Asian	6.1%
Black or African American	4.3%
Filipino	2%
Hispanic or Latino	84.3%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.3%
White	1.5%
English Learners	55.4%
Foster Youth	0.3%
Homeless	0.5%
Socioeconomically Disadvantaged	77.2%
Students with Disabilities	11.9%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	87.52	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.99	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.49	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	20.00	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	81.30	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.68	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.01	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	1.50	7.01	91.20	5.99	15831.90	5.67
Total Teaching Positions	21.30	100.00	1522.80	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.50	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.50

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.7	4.7

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

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

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

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library - As you enter the left side wall needs paint. OTR ceiling just outside of room - Two ceiling tiles need to be place back into the grid. Room 133 - Paint under the whiteboard. Room 134 - Paint under the whiteboard. Stairs near room 136 - Paint on the right side at the handrail where a large area has peeled off. Stage - Paint back right corner. Room 217 - Paint under chair rail. Room 215 - Paint under bulletin board and by door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Room 221 - Repair floor electrical box. Room 219 - Repair floor electrical box.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Room 126 - Both drinking fountain bubblers need to be replaced. Room 217 - Replace push button on drinking fountain.
Safety: Fire Safety, Hazardous Materials	X		IDF room 218 - Replace missing fire extinguisher.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 136 - Tighten the door knobs.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	17	13	32	32	47	46
Mathematics (grades 3-8 and 11)	8	9	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	223	97.38	2.62	13.45
Female	106	103	97.17	2.83	16.50
Male	123	120	97.56	2.44	10.83
American Indian or Alaska Native	0	0	0	0	0
Asian	17	15	88.24	11.76	26.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	191	97.95	2.05	11.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	125	120	96.00	4.00	1.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	210	97.22	2.78	13.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	3.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	220	96.07	3.93	9.09
Female	106	102	96.23	3.77	5.88
Male	123	118	95.93	4.07	11.86
American Indian or Alaska Native	0	0	0	0	0
Asian	17	15	88.24	11.76	6.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	188	96.41	3.59	9.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	125	120	96.00	4.00	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	207	95.83	4.17	8.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	0.00

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.09	12.77	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.08	12.77
Female	21	20	95.24	4.76	10.00
Male	27	27	100.00	0.00	14.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	10.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.9	95.9	95.9	95.9	95.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

PARENT INVOLVEMENT PROGRAMS

- Community Building Events (Spelling Bee, Volunteer Appreciation, family game and movie nights. etc.)
- Workshops (topics include Google Classroom, Seesaw, engaging your students in reading, reclassification, nutrition, California Common Core Standards, SBAC assessments, report cards, parenting strategies, reclassification, etc.)
- Parental Volunteerism
- Parent Groups:
- Parent Teacher Association (PTA) and PTA Executive Board: PTA is comprised of parents, teachers, caregivers, and other caring adults who share a commitment to improving the education, health, and safety of all children. The Executive Board provides leadership opportunities for parents.
- 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 the school plan, strategies, books, and materials for English Learners.
- African American School Advisory Team (AASAT): Advises parents and staff on the school plan, strategies, books, and materials for African American students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	423	412	189	45.9
Female	202	196	90	45.9
Male	221	216	99	45.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	26	26	11	42.3
Black or African American	18	17	6	35.3
Filipino	8	8	0	0.0
Hispanic or Latino	355	346	162	46.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	6	5	3	60.0
White	8	8	6	75.0
English Learners	244	243	104	42.8
Foster Youth	1	1	0	0.0
Homeless	5	5	5	100.0
Socioeconomically Disadvantaged	389	385	176	45.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	60	33	55.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.14	1.65	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.24	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.24
Female	0.99	0
Male	2.26	0.45
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.85	0
Black or African American	5.56	0
Filipino	0	0
Hispanic or Latino	1.41	0.28
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.8	0.26
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.33	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6	4	
1	22		6	
2	24		4	
3	24		4	
4	31		4	
5	28		4	
6	26		4	
Other	24		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6	2	
1	17	4	2	
2	22		6	
3	22	2	2	
4	26		4	
5	27		4	
6	27		4	
Other	20	2		

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	21	0	6	0
1	19	4	0	0
2	21	2	2	0
3	22	0	6	0
4	30	0	4	0
5	25	0	4	0
6	29	0	4	0
Other	21	0	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9008.52	3487.44	5521.08	78957.71
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	0.1	1.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-15.2	-10.7

Fiscal Year 2022-23 Types of Services Funded

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

ALEXANDER JUAREZ
 AMAZON
 BLICK ART MATERIALS LLC
 BRAINPOP LLC
 CALIFORNIA ACADEMY OF SCIENCES
 CUSTOM INK LLC
 DELTA CHARTER SERVICE
 EAST BAY REGIONAL PARK DISTRICT
 ENRIQUE CORNEJO
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 FRIENDS OF PERALTA HACIENDA HISTORI
 GOPHER SPORT
 INSTITUTE FOR MULTI-SENSORY EDUCATI
 JESSICA VAZQUEZ-KNIERIM
 JIHYUN KADO
 LEARNING A-Z
 LISA MALONEY
 LOVE LEARN SUCCESS
 MARIA PONCE
 MCGRAW HILL SCHOOL EDUCATION HOLDIN
 MICHAELS TRANSPORTATION
 MIRIA DIAZ
 NESTLE WATER NORTH AMERICA
 NICOLE GIUSTI
 PARKS EXPRESS
 PLAYWORKS EDUCATION ENERGIZED
 REBECCA RIDENOUR
 SMITH FAMILY FARMS
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 TESSA FLARO
 US BANK
 WEST CONTRA COSTA PUBLIC EDUCATION
 ZULLEYMA RUGAMAS

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

The staff and administration are participating in Professional Development in a number of areas.

We prioritize learning through teacher collaboration. Four times a month, during our afternoon professional development, teachers meet to collaborate, with a focus on standards based ELA, ELD, Mathematics, and culture and climate. During this time, teachers 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. Teachers engage in ongoing professional development on Eureka Math, Wonders, EL Education, academic conversations, strategies to support English Learners, and reading foundational skills in SIPP and Orton Gillingham Multisensory Learning Strategies. In addition to academics, Ford's staff is also learning about trauma-informed practices, de-escalation strategies, 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 district 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 staff through professional development, individual coaching, and support based on ongoing observation and staff requests for support. Teachers and staff are provided with both on and off-site professional development. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and staff, and that staff is supported by strong, knowledgeable instructional leaders.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	74	45	72