

J. O. Ford Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Dr. Julius Walker
Email Address	julius.walker@wccusd.net
School Website	www.wccusd.net/ford
Grade Span	K-6
County-District-School (CDS) Code	07617966004766

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

At Ford Elementary, students connect academics to the real world, develop critical thinking skills, and receive individualized instruction and support 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,

2024-25 School Description and Mission Statement

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 support. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	46
Grade 2	42
Grade 3	52
Grade 4	63
Grade 5	54
Grade 6	47
Total Enrollment	368

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	4.6
Black or African American	3.8
Filipino	2.7
Hispanic or Latino	85.6
Two or More Races	1.1
White	2.2
English Learners	51.6
Homeless	1.1
Socioeconomically Disadvantaged	84.5
Students with Disabilities	12.8

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	89.18	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	2.71	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.41	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.71	94.30	6.58	14303.80	5.15
Total Teaching Positions	18.40	100.00	1433.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0.5
Misassignments	0.50	1.50	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	1.50	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.3	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.70	4.7	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0.0 %
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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

8/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: GIRLS REST ROOM (NEAR 128): 2. DIRTY VENT. 7. CAN LIGHT IS OUT (HALLWAY). FOUR LIGHT DIFFUSERS ARE MISSING. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR LOUNGE): 2. EXHAUST FAN NOT WORKING. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)
Interior: Interior Surfaces		X		128: 4. FLOOR COVER IS MISSING CREATING A TRIP HAZARD.5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. 132: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 202: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED. 204: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. 206: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 214: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 217: 4. HAND SANITIZER DISPENSER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO THE FIRE EXTINGUISHER IS BLOCKED. COMPUTER LAB/ 120: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. MENS REST ROOM (MPR): 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		124: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 126: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

128: 4. FLOOR COVER IS MISSING CREATING A TRIP HAZARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.

130: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

132 C TEACHERS WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.

132 D STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

132: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.

136 C TEACHERS WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

136 D STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

136: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

137 B STORAGE : 5. UNSECURED ITEMS ARE STORED TOO HIGH.

201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

202: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.

204: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.

205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.

206: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.

212: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 10. ACCESS TO THE FIRE EXTINGUISHER IS OBSCURED.

215: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

216: 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>217: 4. HAND SANITIZER DISPENSER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO THE FIRE EXTINGUISHER IS BLOCKED.</p> <p>219: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.</p> <p>220/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>222: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>WORKROOM/ 105: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>101/ PARENT ROOM: 7. TWO LIGHT PANELS ARE OUT. ONE CAN LIGHT IS OUT (HALLWAY).</p> <p>132 C TEACHERS WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>132: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>133: 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>136: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>147 CUSTODIAL: 7. ONE LIGHT PANEL IS OUT.</p> <p>202: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>212: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 10. ACCESS TO THE FIRE EXTINGUISHER IS OBSCURED.</p> <p>222: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM (NEAR 212): 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET IS LOOSE AT BASE.</p> <p>GIRLS REST ROOM (NEAR 128): 2. DIRTY VENT. 7. CAN LIGHT IS OUT (HALLWAY). FOUR LIGHT DIFFUSERS ARE MISSING. (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>LOUNGE/ 106: 7. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 9. FAUCET LEAKS AT HANDLE. MAIN OFFICE: 7. ONE CAN LIGHT IS OUT. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. MPR: 7. THREE LIGHT FIXTURES ARE DIM. 10. FIRE EXTINGUISHER IS MISSING. SPEECH/ 103: 7. TWO LIGHT FIXTURES ARE OUT. UNISEX REST ROOM (ADMIN): 7. ONE LIGHT PANEL IS OUT (HALLWAY). 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 210): 7. LIGHTS FLICK ON THEN STAY OFF. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>136: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.15. DOOR CLOSER COVER IS MISSING. 210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. BOYS REST ROOM (NEAR 212): 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT PANEL IS OUT (HALLWAY). 9. FAUCET IS LOOSE AT BASE. LOUNGE/ 106: 7. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 9. FAUCET LEAKS AT HANDLE. NURSE/ 114: 9. FAUCET LEAKS AT HANDLE. (MENSTRUAL NOTICE NOT POSTED IN RR) UNISEX REST ROOM (NEAR 124): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM(NEAR 210): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>122: 10. EVACUATION MAP IS NOT POSTED. 126: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 128: 4. FLOOR COVER IS MISSING CREATING A TRIP HAZARD.5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. 133: 7. ONE CAN LIGHT IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 136: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

138: 10. FIRE EXTINGUISHER IS MISSING.
 148 SPEED LINE: 10. FIRE EXTINGUISHER IS MISSING.
 201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.
 202: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.
 204: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.
 205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.
 206: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.
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 212: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING A TRIP HAZARD. 10. ACCESS TO THE FIRE EXTINGUISHER IS OBSCURED.
 214: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 215: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.
 217: 4. HAND SANITIZER DISPENSER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO THE FIRE EXTINGUISHER IS BLOCKED.
 220/ WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.
 221: 10. EVACUATION MAP IS NOT POSTED.
 222: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
 MAIN OFFICE: 7. ONE CAN LIGHT IS OUT. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
 MPR: 7. THREE LIGHT FIXTURES ARE DIM. 10. FIRE EXTINGUISHER IS MISSING.
 STAGE: 10. FIRE EXTINGUISHER IS MISSING.
 UNISEX REST ROOM (NEAR 124): 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)
 UNISEX REST ROOM (NEAR 210): 7. LIGHTS FLICK ON THEN STAY OFF. 10. PLUG IN AIR

School Facility Conditions and Planned Improvements

				FRESHENER. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR LOUNGE): 2. EXHAUST FAN NOT WORKING. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			136: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 219: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM (ADMIN): 7. ONE LIGHT PANEL IS OUT (HALLWAY). 15. DOOR DOES NOT OPEN/CLOSE PROPERLY. (MENSTRUAL NOTICE NOT POSTED)

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	13	20	32	33	46	47
Mathematics (grades 3-8 and 11)	9	13	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	215	98.62	1.38	20.00
Female	101	100	99.01	0.99	21.00
Male	117	115	98.29	1.71	19.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	188	185	98.40	1.60	17.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	111	97.37	2.63	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	191	98.45	1.55	17.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	4.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	216	99.08	0.92	12.50
Female	101	100	99.01	0.99	7.00
Male	117	116	99.15	0.85	17.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	188	186	98.94	1.06	11.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	112	98.25	1.75	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	192	98.97	1.03	10.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.77	12.07	20.56	20.89	30.29	30.73

2023-24 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	58	58	100.00	0.00	12.07
Female	27	27	100.00	0.00	11.11
Male	31	31	100.00	0.00	12.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	13.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	29	29	100.00	0.00	6.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	11.76
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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.5	98.2	82.5	93	87.7

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	393	153	38.9
Female	191	184	78	42.4
Male	215	209	75	35.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	18	6	33.3
Black or African American	16	16	8	50.0
Filipino	--	--	--	--
Hispanic or Latino	346	335	131	39.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	229	226	86	38.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	362	353	143	40.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	55	27	49.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.14	1.65	3.69	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.24	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.69	0.00
Female	0.52	0.00
Male	6.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.00	0.00
Black or African American	18.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.06	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

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

2024-25 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.

2024-25 School Safety Plan

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 2024. 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	19	1	1	
3	21	1	1	
4	32		1	
5	27		2	
6	24		2	
Other	16	1		

2023-24 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

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9765.89	2812.44	6953.45	88618.57
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	19.7	4.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-43.1	-6.6

Fiscal Year 2023-24 Types of Services Funded

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

AIM HIGH FOR HIGH SCHOOL
 AMAZON
 ARTS ATTACK PUBLICATIONS
 BAY AREA COMMUNITY RESOURCES
 BLICK ART MATERIALS LLC
 BRAINPOP LLC
 CHABOT SPACE AND SCIENCE CENTER
 CUSTOM INK LLC
 D HARRIS TOURS INC
 EAST BAY REGIONAL PARK DISTRICT
 EDVENTURE MORE
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC

Fiscal Year 2023-24 Types of Services Funded

FOOD MAXX
 FRIENDS OF PERALTA HACIENDA HISTORI
 GREAT MINDS PBC
 JIHYUN KADO
 KIDDOM, INC
 LOVE LEARN SUCCESS
 MINDFUL LIFE PROJECT
 NEARPOD INC
 NESTLE WATER NORTH AMERICA
 NEWSELA, INC
 REBECCA RIDENOUR
 RICHMOND ART CENTER
 SCHOLASTIC INC
 SENECA CENTER
 SMITH FAMILY FARMS
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 US BANK
 VARITRONICS, LLC
 WEST CONTRA COSTA PUBLIC EDUCATION
 ZULLEYMA RUGAMAS

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

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 SIPPs and

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	45	72	45