

# Ford Elementary

By February 1 of each year, every school in California is

# About This School

Contact Information (School Year 2017-18)

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*Last updated: 11/21/2017*

*Last updated: 1/17/2018*

## Student Enrollment by Grade Level (School Year 2016-17)

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Grade Level	Number of Students
Kindergarten	70
Grade 1	75
Grade 2	66
Grade 3	70
Grade 4	80
Grade 5	60
Grade 6	55
Total Enrollment	476

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*Last updated: 1/25/2016*

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		<p>working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Good	<p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings &amp; floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds Windows/Doors/Gates/Fences	Fair	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p>

### Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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Last updated: 1/23/2018

## B. Pupil Outcomes

# State Priority: Pupil Achievement

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

*Last updated: 1/25/2018*





Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The \*Pe f. ] e

*Last updated: 1/25/2016*

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# State Priority: Other Pupil Outcomes

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

*Last updated: 1/25/2018*

## 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 2017-18)

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#### PARENT INVOLVEMENT PROGRAMS

- Adult ESL Class every Monday and Friday morning through the Adult School
- Family Math Night and Family Literacy Night

Community Building Events ongoing (Caroling Event, Art and Poetry Showcase, Spelling Bee, Science Fair, Volunteer Appreciation, etc.)

- Family Play Night designed by Playworks
- Family Literacy Workshops provided by Literacy Lab
- Workshops provided for parents (topics include California Common Core Standards, SBAC assessments, report cards, parenting strategies, etc.)
- Parent University
- Parental Volunteerism
- Parent Groups: Parent Teacher Association (PTA) and Family Literacy Night

# State Priority: Pupil Engagement

*Last updated: 1/17/2018*

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

- High school dropout rates and
- High school graduation rates





## D. Other SARC Information

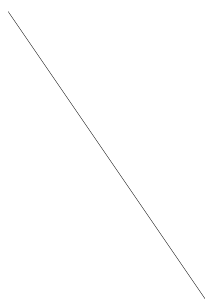
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently <del>in</del> Currently Ca 2 2 k k		

*Last updated: 1/25/2018*

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



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

*Last updated: 1/25/2018*

### Academic Counselors and Other Support Staff (School Year 2016-17)



\*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: 1/18/2018*

## Expenditures Per Pupil and School Site Teachyr

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

*Last updated: 1/17/2018*

## Types of Services Funded (Fiscal Year 2016-17)

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- 21ST CENTURY AFTER SCHOOL PROGRAMS
- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILITY
- TITLE I PARENT INVOLVEMENT
- TITLE I PROFESSIONAL DEVELOPMENT
- VISUAL & PERFORMING ARTS - WHOLE CHILD

*Last updated: 1/18/2018*

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

## Professional Development

The instructional staff and administration are participating in Professional Development in a number of areas. Among them are: Unpacking and using the Common Core Standards, Use of Informational Text, Engagement Strategies, Lesson Study, Culturally Responsive Pedagogy and Frontloading Strategies (GLAD). Teachers can select specific local, state and sometimes national workshops to attend. The 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.