

Howard Elementary School

4650 Howard St. • Montclair Ca. 91763 • 909-591-2339 • Grades K-6

Kelly Guillen, Principal
kelly.guillen@omsd.net

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

950 W. D Street
Ontario, CA 91762
(909) 459-2500

<https://www.omsd.net>

District Governing Board

Elvia M. Rivas- President
President

Kristen Brake- Vice President
Vice President

Sonia Alvarado- Clerk
Clerk

Sarah S. Galvez- Member
Member

Flora Martinez- Member
Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Welcome to Howard School! I am very proud to be the principal of Howard Elementary School, which serves 525 preschool through sixth grade students. Howard is a special place where high expectations and an emphasis on effort and hard work pay off in high student achievement. Our staff is dedicated to the success of each child and is relentless in doing whatever it takes to help our students to be successful in school and in life. We are the proud recipient of the Title One Academic Achievement Award, California Distinguished School, as well as earning the honor as a Gold Ribbon School. Additionally, we have been awarded the California Business for Education Excellence Award for two consecutive years. During the 2019-2020 school year, Howard earned the Gold PBIS Implementation Award. The fundamental purpose of PBIS is to establish clear school wide expectations with incentives and consequences, teach our students the Positive Behavior Expectations, and create a recognition system for students doing the right thing. At Howard, our Behavior Expectations are Respect, Responsibility, Kindness, and Integrity.

Howard is a safe and caring setting for student learning. We take time to get to know our kids well and offer a variety of extra-curricular activities to help children to engage in school. Some of these activities include noon-time soccer, volleyball, basketball, Reindeer Run Practice, choir, instrumental music, spelling bee, Crazy Contraption, poetry day, Science Fair, and Math Pentathlon. Evening events, designed to bring our families to school for fun, are offered each trimester. These include: Movie Night, McTeacher Night and Sports Night.

We know that students achieve better when they are on time to school every day and our attendance rate is high. We work as a community to stress the importance of attendance and provide assistance, when needed, to make sure families and students feel supported on attendance.

Working with families to support students is a major emphasis in our school and parents are asked to take an active role in their child's education. We are proud of our 100% attendance at Parent-Teacher conferences and know that this home-school connection is critical to our success.

Howard School, located in the southern portion of the City of Montclair, is one of thirty-three schools in the Ontario-Montclair School District. Howard serves 636 students in grades Pre-Kindergarten through 6. Our Head Start Preschool program enrollment is limited to 16 students each, for am and pm sessions. Grades TK, 1st, 2nd, and 3rd are kept at the 26-to-1 student-teacher ratio, kindergarten are kept at 24-to-1, and with grades 4-6 being limited to 32 students. All Howard's students receive free lunch and breakfast. In 2010 Howard was named a California Distinguished School and earned the Title I Academic Achievement Award.

During the 2018-2019 school year, Howards' 3rd through 6th grade students increased their SBAC scores in ELA by 1% overall and in Math 9% overall, at or above mastery. In ELA, 54% of students are performing at or above mastery. In Math, 46% of students are performing at or above mastery. We are proud of the progress Howard has been able to make over the past 6 years.

During the 2019-2020 school year, Howard was recognized and awarded the PBIS Community Cares Award.

The mission of Howard Elementary School, a caring, supportive and diverse community, is to guarantee our students a quality education focusing on academics and preparing them for an ever-changing world.

Our statement of Behavioral Purpose is, "Our students, staff, and community understand that success for all depends upon RESPECT (treating others the way you would like to be treated), RESPONSIBILITY (doing your job), showing KINDNESS (caring for self and others) and INTEGRITY (doing the right thing) in all we do! These qualities define "The Howard Way"."

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	71
Grade 2	75
Grade 3	73
Grade 4	67
Grade 5	93
Grade 6	101
Total Enrollment	547

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.9
Asian	4.8
Filipino	0.9
Hispanic or Latino	88.1
Native Hawaiian or Pacific Islander	0.2
White	1.8
Two or More Races	0.9
Socioeconomically Disadvantaged	90.9
English Learners	24.9
Students with Disabilities	9.5
Foster Youth	0.2
Homeless	10.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Howard Elementary	18-19	19-20	20-21
With Full Credential	26	26	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	◆	◆	925
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	11

Teacher Misassignments and Vacant Teacher Positions at Howard Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

As of September 2019 - Howard School was built in 1956. The school has adequate space for teaching and learning, with a total of 26 classrooms. There are four permanent classroom wings, as well as 8 portable classrooms installed at various times between 1988 and 2001. The library/computer lab and one empty classroom provide additional spaces for instructional purposes. The main office building contains the front office, principal's office, health office and staff lounge. Several small storage rooms located around the campus have been remodeled and turned into office space for various staff members. The school has a large field and enough playground equipment for student engagement. There are 15 restrooms, with all toilets in proper working condition. During the 2006-2007 school year, Howard underwent a modernization project, which addressed State Code Accessibility by providing accessible restroom facilities, accessible working space and sinks at classrooms, panic hardware at doors, door thresholds, accessible drinking fountains, paths of travel including ramps and curb cuts, passenger loading zone, bus drop-off, accessible parking and signage. In the summer of 2011, Howard's driveway and parking lot were redesigned. During the 2011-12 school year a new Multi-Purpose Room was built with a full kitchen, stage and seating for 500 occupants. During the 2017-2018 school year Howard Elementary underwent modernization again and new water pipes were added throughout the school.

The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems, and noise negation. Wireless internet access is available in the office and all classrooms. Each classroom has access to computer carts our desktop computers. All classrooms have a Smartboard, document camera and printer. . The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines.

To promote safety, Howard Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Howard Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, teachers, and proctors. Recess duty supervision is offered by teachers, and proctors. Adult proctors supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

Ontario-Montclair School District 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 Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Howard Elementary School was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on September 17, 2019. The school received an overall rating of Exemplary at 97.88%. Howard Elementary School is proud to have received a score of Good overall.

Howard Elementary School is proud to have met the expectations of the evaluation in all areas.

As of January 2021 - No findings to report. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 09/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 2: Remove Projector brackets no longer used on west wall and patch and paint west wall at NW corner. RM 16: Repair tear on west wall under electrical panel. RM 18: Replace torn ceiling tile in center of room. RM 11: Remove brackets not in use on west wall. Patch and Paint, Carpet seam separating, replace ceiling tiles with holes in center of room RM 4A: Replace broken ceiling tile. RM 17: Repair tear on north wall, replace ceiling tile east side. RM 29: Carpet seems are separating. Kitchen: Repair and paint exterior plywood where old swamp cooler was located.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Building A: Clean room, no storage in room RM 12: Keep area clear in front of electrical panel. Custodial RM: Ladder and firer riser blocked with equipment. MPR: Shelving blocking electrical panel.
Electrical: Electrical	Good	Building A: Install 4S blank plate above door on open junction box. RM 32: Install blank plate south wall. Storage RM: Electrical panels are blocked. RM 27: Remove low voltage wiring at N/w corner not in use. Rm 18: replace broken data plate SW wall. Rm 29: Install LB cover on east wall exterior.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Staff Lounge: Remove flammable storage sign and touch up paint, caulk and paint behind sink. RM 2: Remove fire extinguisher bracket not being used next to existing fire extinguisher. Remove old fire alarm pull station and conduit. Patch and paint. RM 4A: No fire extinguisher in room. RM 32A: No fire extinguisher.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 19: Replace damaged window screen on west side.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	44	N/A	50	N/A
Math	46	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Howard School welcomes the support and participation of its parents. A variety of opportunities are made available for parents to get involved. Howard has an active School Site Council, English Language Parent Advisory Committee, and Special Education Parent Advisory Committee. These parent groups attend the District Advisory Council Leadership Conference annually and serve on the Site's School Planning Team. Parent volunteers attend an orientation provided by the principal to ensure they feel comfortable with the expectations and the machines in the office. Our volunteers provide support to classroom teachers through activities such as classroom helper, preparing materials at home, supervising field trips and assisting with school-wide functions. These volunteers are recruited and trained in order to meet the needs of the students and enhance student achievement. Several family/community events are offered each year, including Sports Night, McTeacher and Family Movie Night. Additionally, "Coffee with the Principal" events are held periodically throughout the year. For information on getting involved in the activities listed above, please contact Ms. Merritt at the school office at (909) 591-2339.

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.

School Safety Plan (School Year 2020-2021)

During the 2020-2021 school year, Howard School staff and/or students will practice fire drills 1 time per month, earthquake drill 1 per quarter, and lockdown drill 2 times per year. The safety plan was reviewed by our leadership team in January of 2021. Prior to that date, our School Site Counsel reviewed and approved the School Safety Plan in March of 2020.

School Profile for Howard Elementary School:

Howard Elementary School is one of thirty-two schools in the Ontario Montclair School District with traditions dating back to 1884. Howard Elementary School has a pupil body of 612 and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school. Howard Elementary School faces challenges in maintaining a safe school. This section of the Comprehensive Safe School Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

Summary of Site Safety Assessment Data

Accomplishments/Areas of Pride:

1. Classroom teachers are able to manage minor infractions.
2. High attendance rate and low suspension.
3. Our fifth grade students' concerns, according to the California Healthy Kids Survey, fall below the district and state average.
4. Our teachers and staff form relationships with our students through many extra-curricular activities and every day interactions. Findings & Desired Improvements:

1. Neighborhood watch.
2. Target audience is English Language Learners as they are the lowest performing subgroup.
3. Communicate opportunities for increased connectedness for students, thereby building resilience in our students. Priorities/Goals:

1. Secure facility by locking gates and limiting access during and after the school day. In addition, during the summer of 2020, Howard received new 10 ft. fencing that surrounds our campus.
2. Increase English Learner's performance on the English Language Arts section of the California Standards Test.
3. Increase communication regarding opportunities available for meaningful participation in school.
4. School-wide implementation of PBIS has continued and students are provided refreshers two times per year in order to reinforce our Behavior Expectations of Respect, Responsibility, Kindness and Integrity.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.8	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	24		4		23	1	3		17	4		
1	24		3		24		3		23		3	
2	23		3		24		3		23		3	
3	24	1	3		20	1	3		24		3	
4	32		3		29		3		32		2	
5	23		3		32		2	1	29		3	
6	25		3		23	2	2		32		2	
Other**	14	1							13	2		

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	17	20	20

During the 2019-2020 school year Howard staff was offered a variety of Professional Development (PD) through district training, coaching, data analysis, and site professional development. Throughout the year teachers were provided with opportunities to take what they learned during these PD sessions and apply them to their classroom practice. Howard Elementary School utilized district support to provide Professional Development in the area of Genre Writing, the R.A.C.E. strategy, Kagan Structures, Data analysis, Balance Literacy, Math Fluency, Math Module Studies, English Language Development. These focus areas were chosen based off district and state assessments. Teacher also were able to work with our site instructional coach to help them refine their teaching practice in these areas as well through the use of coaching cycles.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

During the 2019-2020 our focus groups will be 4th, and 5th for ELA and 5th and 6th for Math. Based on 2018-2019 SBAC data and fluency results, these grade levels had the lowest overall scores in ELA and Math.

Intervention Instructional Aide with work in a small group, 1:6 students, daily on specific skills to help fill gaps in students academic needs.

- Grade: 4 Focus Area: ELA
- Purpose: Small group intervention for students scoring basic and below basic on the SRI. Gaps will be identified by reviewing the results of the foundational assessment.
- Grade: 5 Focus Area: ELA
- Purpose: Small group intervention for students scoring basic and below basic on the SRI. Gaps will be identified by reviewing the results of the foundational assessment.

Math:

Instructional Coach will work with 6-10 student for 30-45 minute blocks. The content focus will be math fluency standards by grade level.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7663.29	1106.40	6556.88	113,354.08
District	N/A	N/A	1497.40	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	125.6	21.8
School Site/ State	-16.7	29.5

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