

Howard Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Howard Elementary School
Street	4650 Howard St.
City, State, Zip	Montclair Ca. 91763
Phone Number	909-591-2339
Principal	Kelly Guillen
Email Address	kelly.guillen@omsd.net
Website	https://www.omsd.net/Domain/21
County-District-School (CDS) Code	3667819-6036271

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Welcome to Howard School! I am very proud to be the principal of Howard Elementary School, which serves 582 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, fitness club, 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.

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"."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	77
Grade 2	75
Grade 3	73
Grade 4	98
Grade 5	107
Grade 6	68
Total Enrollment	588

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.9
Asian	5.3
Filipino	0.9
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.2
White	2
Two or More Races	1.2
Socioeconomically Disadvantaged	90.6
English Learners	24.3
Students with Disabilities	15.5
Foster Youth	0.5
Homeless	4.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	26	26	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	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 state adoption.	No	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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

According to our 2019 FACILITY INSPECTION TOOL REPORT, Howard School scored within the range of 99%-100%, EXEMPLARY, in the following areas: Systems, Restrooms/Fountains, Structural, and External. We received an overall score of 97.88%. This means that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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 overall rating

Year and month of the most recent FIT report: 09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 seams 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.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	54	43	44	50	50
Mathematics (grades 3-8 and 11)	38	46	31	36	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	327	99.39	0.61	53.82
Male	178	178	100.00	0.00	52.81
Female	151	149	98.68	1.32	55.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	15	15	100.00	0.00	93.33
Filipino	--	--	--	--	--
Hispanic or Latino	285	283	99.30	0.70	49.82
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	294	292	99.32	0.68	51.03
English Learners	160	160	100.00	0.00	39.38
Students with Disabilities	67	65	97.01	2.99	21.54
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	51.35

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	327	99.39	0.61	46.48
Male	178	178	100.00	0.00	47.75
Female	151	149	98.68	1.32	44.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	93.33
Filipino	--	--	--	--	--
Hispanic or Latino	285	283	99.30	0.70	43.11
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	294	292	99.32	0.68	42.81
English Learners	160	160	100.00	0.00	36.88
Students with Disabilities	67	65	97.01	2.99	16.92
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	40.54

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.2	26.0	26.9

Note: 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.

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 2019-20)

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.8	0.8	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

During the 2019-2020 school year, Howard School 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 2019. Prior to that date, our School Site Counsel reviewed and approved the School Safety Plan in January of 2018.

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
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. Begin implementation of PBIS, school wide.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	3		24		4		23	1	3	
1	24		2		24		3		24		3	
2	27		4		23		3		24		3	
3	24		4		24	1	3		20	1	3	
4	32		2		32		3		29		3	
5	24		3		23		3		32		2	1
6	26	1	3		25		3		23	2	2	
Other**	11	1			14	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7663.29	1106.40	6556.88	113,354.08
District	N/A	N/A	1497.40	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	125.6	25.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-13.5	31.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 our focus groups will be 4th, and 5th for ELA and 5th and 6th for Math. Based on SBAC 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	20

During the 2018-2019 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 Power 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.