Howard Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	https://www.omsd.net/Domain/21
County-District-School (CDS) Code	3667819-6036271

2021-22 District Contact Information

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

2021-22 School Overview

Welcome to Howard School! I am very proud to be the principal of Howard Elementary School, which serves 504 Preschool through 6th 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 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 2020-2021 school year, Howard again 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. 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"."

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, Kickball, and Reindeer Run Practice. We also participate in 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 throughout the year. 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, is located in the southern portion of the City of Montclair, is one of the thirty-three schools in the Ontario-Montclair School District. Howard serves 504 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-3 are kept at the 26-to-1 student-teacher ratio and grades 4-6 are limited to 32 students. All Howard's students receive free lunch and breakfast.

2021-22 School Overview

During the 2018-2019 school year, Howards' 3rd through 6th-grade students increased their CAASPP scores in ELA to 11.7 points above standard and increase by 1% overall from the previous year. In Math, we were 13.2 points below the standard but saw a 9% overall increase in student performance from the previous year. 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. During the 2020-2021 school year Howard received its second PBIS Gold 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	55
Grade 2	75
Grade 3	70
Grade 4	73
Grade 5	65
Grade 6	94
Total Enrollment	503

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.6
Asian	4.4
Black or African American	2.6
Filipino	0.8
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.8
White	2.4
English Learners	29.4
Foster Youth	1
Homeless	2.2
Socioeconomically Disadvantaged	88.5

Students with Disabilities	14.1

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

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

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)	20.0	95.2	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	6.0	0.7	12115.8	4.4
Unknown	1.0	4.8	54.1	5.8	18854.3	6.9
Total Teaching Positions	21.0	100.0	927.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020

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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	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%
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.	Yes	0%

Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	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

As of September 2019 - Howard School was built in 1956. The school has adequate space for teaching and learning, with a total of 24 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 three empty classrooms 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. During the summer of 2020, our fences were upgraded along the perimeter of the school from 6 feet to 10 feet.

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. Grades 1st-6th has a laptop cart to provide 1:1 computers for each student. In PK, TK, and Kinder, each classroom has a cart to hold 1:1 iPad for each student. 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 the front desk prior to entering the school premises. Visitors must present their California ID badges and staff must present their district badges 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 the 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 the administration team, support staff as well as teachers.

School Facility Conditions and Planned Improvements

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.

As of January 2022 - 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 during the 2021-2022 school year.

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

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			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 the 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	X			Building A: Clean room, no storage in the room RM 12: Keep area clear in front of the electrical panel. Custodial RM: Ladder and firer riser blocked with equipment. MPR: Shelving blocking electrical panel.

School Facility Conditions and Planned Improvements

Electrical	X			Custodian RM:Install 4S blank plate above the 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	X			
Safety: Fire Safety, Hazardous Materials	X			Staff Lounge: Remove flammable storage sign and touch up paint, caulk and paint behind the sink. RM 2: Remove fire extinguisher bracket not being used next to the 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	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 19: Replace damaged window screen on west side.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	NT	NT	NT	NT
Female	144	NT	NT	NT	NT
Male	160	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	274	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	44	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT

| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 58 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	NT	NT	NT	NT
Female	144	NT	NT	NT	NT
Male	160	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	274	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	44	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	303	302	99.65%	0.33%	41.25%
Female	143	142	99.30%	0.70%	46.15%

Male	160	160	100.00%	0.00%	36.88%
American Indian or Alaska Native	3	3	100.00%	0.00%	0.00%
Asian	9	9	100.00%	0.00%	0.00%
Black or African American	8	8	100.00%	0.00%	0.00%
Filipino	3	3	100.00%	0.00%	0.00%
Hispanic or Latino	273	272	99.63%	0.37%	40.29%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	
Two or More Races	0	0	0	0	
White	7	7	100.00%	0.00%	NA
English Learners	62	62	100.00%	0.00%	0.00%
Foster Youth	2	2	100.00%	0.00%	
Homeless	22	21	95.45	455.00%	45.45%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	303	302	99.67%	0.33%	41.25%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	57	57	100.00%	0	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	303	303	100.00%	0.00%	46.60%
Female	143	143	100.00%	0.00%	20.98%
Male	160	160	100.00%		25.62%
American Indian or Alaska Native	3	3	100%	0.00%	
Asian	9	9	100.00%	0.00%	0.00%
Black or African American	8	8	100.00%	0.00%	0.00%
Filipino	3	3	100.00%	0.00%	0.00%
Hispanic or Latino	273	273	100.00%	0.00%	22.71%
Native Hawaiian or Pacific Islander	0	0	0	na	0
Two or More Races	0	0	0	0	0
White	7	7	100.00%	0.00%	0.00%
English Learners	62	62	100.00%	0.00%	0.00%
Foster Youth	2	2	100%	0.00%	
Homeless	22	22	100.00%	0.00%	0.00%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	303	303	100.00%		23.43%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	57	57	100.00%	0.00%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	NT	NT	NT	NT
Female	32	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	59	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 helpers, 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	524	515	25	4.9
Female	244	242	9	3.7
Male	280	273	16	5.9
American Indian or Alaska Native	3	3	2	66.7
Asian	22	22	0	0.0
Black or African American	14	13	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	461	453	19	4.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	7	7	2	28.6
White	12	12	2	16.7
English Learners	153	149	8	5.4
Foster Youth	5	5	1	20.0
Homeless	38	38	1	2.6
Socioeconomically Disadvantaged	465	457	25	5.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	76	8	10.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.79	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

During the 2021-2022 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 Council reviewed and approved the School Safety Plan on February 10, 2021.

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 504 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

2021-22 School Safety Plan

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 everyday 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 learners' 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	1	3	
1	24		3	
2	24		3	
3	20	1	3	
4	29		3	
5	32		2	1
6	23	2	2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	4		
1	23		3	
2	23		3	
3	24		3	
4	32		2	
5	29		3	
6	32		2	
Other	13	2		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	28		2	
2	24		3	
3	20	1	2	
4	35			2
5	31		2	
6	29		3	
Other	16	2	1	

2020-21 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	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7663.29	1106.40	6556.88	113,354.08
District	N/A	N/A	1497.40	$92,686
Percent Difference - School Site and District	N/A	N/A	125.6	20.1
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-25.2	27.6

2020-21 Types of Services Funded

During 2020-2021 our focus will be on supporting our teachers and students during distance learning. The assessment tool used will be the i-Ready Diagonistic performed 4 times per year. Utilizing the May assessment as our Summative Diagnostic.

Intervention Instructional Aide with work in a small group (online), 1:6 students, daily on specific skills to help fill gaps in students academic needs in grades 1st-6th.

Teachers in grades TK, K, 1st, Resource teacher, and primary SDC teacher will be trained in Enhanced Core Reading Instruction, ECRI. All teachers in TK-2nd will utilize the ECRI routines during their online teaching. The support staff will support the implementation of these routines. Teachers will pre-teach the lessons to their most intensive students in a small group, online.

Our instructional coach will work with our long-term EL students utilizing i-Lit. Students will meet in a small group, online, with our instructional coach daily.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$48,998	$52,060
Mid-Range Teacher Salary	$87,146	$84,043
Highest Teacher Salary	$105,113	$107,043
Average Principal Salary (Elementary)	$138,892	$133,582
Average Principal Salary (Middle)	$141,565	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$319,095	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

During the 2020-2021 and 2021-2022 school years 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, Balanced Literacy, Math Fluency, Math Module Studies, English Language Development. These focus areas were chosen based on district and state assessments. The 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Ontario-Montclair School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.