

# Howard Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Welcome to Howard School! I am very proud to be the principal of Howard Elementary School, which serves 482 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 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 2021-2022 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 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 Mania. 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 for 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 the thirty-three schools in the Ontario-Montclair School District. Howard serves 482 students in grades Pre-Kindergarten through 6. Our Head Start Preschool program enrollment is limited to 25 students each, for am and pm sessions. Grades TK-3 are kept at the 25-to-1 student-teacher ratio and grades 4-6 are limited to 29 students. All Howard's students receive free lunch and breakfast.

## 2022-23 School Overview

During the 2021-2022 school year, Howards' 3rd to 6th-grade students took the CAASPP for the first time since the 2018-2019 school year. This was a baseline year for Howard and we scored 21 points below the standards in English Language Arts and Math, we were 49.1 points below the standards. Previous CAASPP scores during the 2018-2019 school year Howard scored in ELA Howard 11.7 points above standard and an increase of 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 2021-2022 school year, Howard received its third 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	61
Grade 2	49
Grade 3	119
Grade 4	62
Grade 5	68
Grade 6	67
<b>Total Enrollment</b>	<b>488</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	4.9
Black or African American	3.1
Filipino	1.0
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.4
White	2.0
English Learners	32.8
Foster Youth	0.8
Homeless	4.7
Migrant	0.0
Socioeconomically Disadvantaged	84.0
Students with Disabilities	12.1

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	95.24	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	0.65	12115.80	4.41
<b>Unknown</b>	1.00	4.76	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006*  *K-5 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%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	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	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements

Howard School was built in 1956. The school has adequate space for teaching and learning, with a total of 27 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 four 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. There are no current or planned facility improvements this year.

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, administrative team, support staff, and proctors. Campus proctors supervise lunch and lunch recess. After-school supervision is offered by the 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 February 08, 2022. The school received an overall rating of Exemplary at 98.68%. Howard Elementary School is proud to have received a score of Good overall.

**Year and month of the most recent FIT report**

02/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Building B - Rm 1 MED – Patch/paint area at N/W corner near ceiling. Building D - RM 32 – Patch and paint wall above fire extinguisher at south door. Also remove pipe strap.



## School Facility Conditions and Planned Improvements

			<p>Building D - Rm 33 – Replace cracked floor tile at south doorway.</p> <p>Building B – Library – Replace stained ceiling tile at center of room and confirm leak has been repaired.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Building A – Custodian – Clear area in front of Fire Alarm Control Panel and clean room.</p> <p>Building D - Rm 35 – Remove old desk and tree branch west of Room 35.</p> <p>MPR – Clean and organize room. Electrical panels require 36" clearance and doorways need to remain clear.</p>
<p><b>Electrical</b></p>	X		<p>Building D - Rm 33 – Remove extension cord and provide long surge protector if needed.</p> <p>Building E - Rm 23 – Reinstall or replace 5400 bracket on east wall.</p> <p>Building A – Custodian – Lighting is dim. Upgrade to LED fixture.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>Building D - Rm 35 – Remove out of date fire extinguisher in cabinet. There is another at south door.</p> <p>Building E – Storage – Fire extinguisher missing in electric room south of Rm. 21A.</p> <p>Building A - Staff Lounge – Patch/paint in staff lounge behind copy machine.</p> <p>Building A – Workroom – Paint is chipping/peeling at entry from staff work room into staff lounge.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Building D - Rm 34 – Patch concrete at threshold at south door.</p> <p>Building B - Rm 2A – Exterior gate at Rm 2A will not unlock.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	37	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	26	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	332	332	100.00	0.00	37.35
<b>Female</b>	159	159	100.00	0.00	44.65
<b>Male</b>	173	173	100.00	0.00	30.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100.00	0.00	83.33
<b>Black or African American</b>	14	14	100.00	0.00	35.71
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	292	292	100.00	0.00	34.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	92	92	100.00	0.00	15.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	23	100.00	0.00	21.74
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	300	300	100.00	0.00	36.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	54	100.00	0.00	11.11

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	333	333	100.00	0.00	25.53
<b>Female</b>	159	159	100.00	0.00	20.13
<b>Male</b>	174	174	100.00	0.00	30.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100.00	0.00	83.33
<b>Black or African American</b>	14	14	100.00	0.00	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	293	293	100.00	0.00	22.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	92	92	100.00	0.00	7.61
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	23	23	100.00	0.00	17.39
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	300	300	100.00	0.00	23.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	54	100.00	0.00	7.41

## 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.11	NT	19.46	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	72	72	100	0	11.11
<b>Female</b>	38	38	100	0	10.53
<b>Male</b>	34	34	100	0	11.76
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	64	100	0	9.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	18	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	65	65	100	0	10.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100	0	0

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	97%	100%	99%	100%

## 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.

#### 2022-23 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 Outreach Consultant 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 Trunk or Treat. Additionally, "Coffee with the Principal" events are held periodically throughout the year both in person and via Zoom. For information on getting involved in the activities listed above, please contact Ms. Merritt at the school office at (909) 591-2339.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	532	116	21.8
Female	269	256	56	21.9
Male	301	276	60	21.7
American Indian or Alaska Native	3	2	1	50.0
Asian	27	24	0	0.0
Black or African American	21	20	9	45.0
Filipino	6	6	0	0.0
Hispanic or Latino	487	456	98	21.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	9	8	5	62.5
White	14	13	3	23.1
English Learners	192	182	37	20.3
Foster Youth	5	5	1	20.0
Homeless	33	33	11	33.3
Socioeconomically Disadvantaged	506	484	108	22.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	77	20	26.0

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 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

## 2022-23 School Safety Plan

During the 2022-2023 school year, Howard School staff and/or students will practice fire drills 1 time per month, earthquake drills 1 per quarter, and lockdown drills 2 times per year. The safety plan was reviewed by our leadership team in January 2022. Before that date, our School Site Council reviewed and approved the School Safety Plan on February 10, 2022. The safety plan was signed on February 28, 2022. The district signed the Safety Plan on March 1, 2022.

The safety Plan is an overview of Howard's suspension and expulsion data for the previous year. Howard had zero suspensions or expulsions during the 2020-2021 school year. Some of the identified needs are preparing students and staff for crises and emergencies and improving the safety of school grounds. Other areas that were identified were creating community service opportunities, student training on conflict resolution, and increasing parent involvement.

School Profile for Howard Elementary School:

Howard Elementary School is one of the thirty-three schools in the Ontario Montclair School District with traditions dating back to 1884. Howard Elementary School has a pupil body of 482 and is served by a dedicated staff. Both staff and parents comment on the ongoing positive changes in our school. Howard Elementary School faces challenges in maintaining a safe school. The Comprehensive Safe School Plan describes programs that are in place at our school and 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. Low suspension rate over the past three school years.
3. Our fifth-grade students' concerns, according to the California Healthy Kids Survey, fall below the district and state average. The only areas that were above the district average were School boredom and Cyberbullying.
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 the facility by locking gates and limiting access during and after the school day. In addition, during the 2022-2023 school year, all Howard staff will attend active shooter training.
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 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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	19	3		
2	24		2	
3	23		5	
4	28		2	
5	22		3	
6	32		1	
Other	11	2		

## 2021-22 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	488

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7900	1681	6219	114,995
District	N/A	N/A	1497.40	\$92,419
Percent Difference - School Site and District	N/A	N/A	122.4	21.8
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-5.9	27.4

## 2021-22 Types of Services Funded

During 2022-2023 our focus will be on Eureka Math implementation and engagement strategies. The assessment tool used will be the i-Ready Diagnostic performed 3 times per year. Utilizing the May assessment as our Summative Diagnostic. Staff will meet regularly with their grade levels teams for PLC work. Two times per year, each grade level will meet for data release days. These meetings will follow the i-Ready diagnostic. Administration will meet with each teacher to review data for each student and how the class performed overall.

Intervention specialist and Instructional Aide with work in a small group - 1:6 students, 2 days per week on specific skills to help fill gaps in students academic needs in grades 1st-6th. In addition, teachers that volunteer to work beyond the bell will focus on Math skills during their intervention time.

Staff development will focus on Gradual Release through Math. Eureka Math Articulation is a need based on input received by the teaching staff. Focus will include Eureka Strategies used at each grade level, what skills are needed to master by the end of the school year, & key vocabulary used during each module. To increase collaborative work during Math, district TOA will work with staff on the use of Collaborative Work Mats and Kagan Structures.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$87,146	\$83,981
Highest Teacher Salary	\$105,113	\$107,522
Average Principal Salary (Elementary)	\$139,673	\$136,247
Average Principal Salary (Middle)	\$140,022	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$319,095	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

## Professional Development

During the 2020-2021, 2021-2022, and 2022-2023 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 and Site 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, Social Emotional Learning (SEL), and English Language Development. These focus areas were chosen based on district and state assessments. Teachers 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. The district has also developed self-paced PD training for teachers to take advantage of after contract hours where they can receive a stipend for their learning.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20