

Howard Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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
Grade Span	K-6
County-District-School (CDS) Code	3667819-6036271

2025-26 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	https://www.omsd.net

2025-26 School Description and Mission Statement

Welcome to Howard Elementary School, a premier learning community in the Ontario-Montclair School District. Serving 431 students from Preschool through 6th Grade, Howard is a place where high expectations, disciplined effort, and a "students-first" philosophy drive exceptional academic achievement. Our commitment to excellence is reflected in our numerous state and local accolades. Howard is a proud recipient of the Title I Academic Achievement Award, the California Distinguished School award, and the Gold Ribbon School honor. Furthermore, our consistent performance has earned us the California Business for Education Excellence Award for two consecutive years. Our most recent data highlights significant growth; during the 2024-2025 school year, 82% of our 3rd-6th grade students improved their ELA scores, while 74.2% showed growth in Mathematics on the CAASPP state assessments.

2025-26 School Description and Mission Statement

At the heart of our school is PBIS (Positive Behavioral Interventions and Supports). We are honored to have received the ****Platinum PBIS Implementation Award**** for the 2024-2025 school year—the highest level of recognition for fostering a safe, predictable, and positive campus climate. We operate under a shared Behavioral Purpose known as *****“The Howard Way,”**** which focuses on four core pillars:

Respect: Treating others with dignity and kindness.

Responsibility: Taking ownership of one's actions and duties.

Kindness: Demonstrating genuine care for oneself and the community.

Integrity: Consistently doing the right thing.

At Howard, we believe that a well-rounded education extends beyond the classroom. Howard offers a diverse array of extracurricular activities designed to foster school spirit and personal growth, including:

Athletics & Fitness: Noon-time soccer, volleyball, basketball, and our annual Reindeer Run.

Academic & Creative Arts: Instrumental music, Spelling Bee, Crazy Contraptions, Poetry Day, Science Fair, and Math Mania.

Community Events: Annual traditions such as Class O' Treat Night, the Howard Art Exhibit, Talent Show, and Literacy Night.

Success at Howard is a collaborative effort. We maintain a strong home-school connection, evidenced by our 100% attendance rate at Parent-Teacher conferences. We also prioritize consistent attendance, working closely with families to ensure every student is present and ready to learn each day. To support our community, Howard provides free breakfast and lunch to all students.

The mission of Howard Elementary School—a caring, supportive, and diverse community—is to guarantee every student a quality education that emphasizes academic mastery and prepares them to thrive in an ever-changing world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	54
Grade 2	59
Grade 3	67
Grade 4	58
Grade 5	60
Grade 6	70
Total Enrollment	433

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
American Indian or Alaska Native	0.2
Asian	7.9
Black or African American	2.1
Filipino	0.9
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	0.7
White	2.1
English Learners	31.6
Foster Youth	0.2
Homeless	18.9
Socioeconomically Disadvantaged	88.9
Students with Disabilities	19.2

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.

2021-22 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)	22	91.67	888.8	90.57	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.9	0.61	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.5	1.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.7	0.99	11953.1	4.28
Unknown/Incomplete/NA	2	8.33	59.3	6.04	15831.9	5.67
Total Teaching Positions	24	100	981.4	100	279044.8	100

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.

2022-23 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	90.91	891.1	92.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.62	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18	1.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.55	5.1	0.53	11746.9	4.23
Unknown/Incomplete/NA	1	4.55	46.2	4.79	14303.8	5.15
Total Teaching Positions	22	100	966.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.1	90.52	893	92.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.3	0.96	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.8	0.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.1	1.36	12112.8	4.34
Unknown/Incomplete/NA	2	9.48	43.1	4.46	13705.8	4.91
Total Teaching Positions	21.1	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	1	0
Total Out-of-Field Teachers	0.00	1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	4.5	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
Mathematics	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
Science	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
History-Social Science	K-5 Studies Weekly Adopted 2023	0%

	<p>Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.</p> <p>6-8 My World Interactive (Pearson) - Adopted 2018</p>	
Foreign Language	N/A	0%
Health	<p>K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Visual and Performing Arts	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A
<p>Note: Cells with N/A values do not require data.</p>		

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 9 portable classrooms installed at various times between 1988 and 2025. The library/computer lab and five 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. During the 2025-2026 school year, an additional portable classroom was added for student wellness.

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

School Facility Conditions and Planned Improvements

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. To help with daily, ongoing, monitoring of safety, Howard has a full time proctor to walk the campus to check that doors are locked on all classrooms and perimeter gates are all locked. In addition, consistent monitoring of the playground, buildings, and driveway are done throughout the day to ensure the campus is safe.

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 in February 2025. The school received an overall rating of Exemplary at 99.77%. Howard Elementary School is proud to have received a score of Good overall. There were two repairs needed based on the report:

1. Clean up broken sand bags west of Room 15.- This was handled in house by the custodial team and completed by April 2025.
2. Replace broken data jack on west wall of Room 18.- Work Order Number FY 24-25-45406. Completion Date: 4/25/2025.

Year and month of the most recent FIT report

02/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	48	41	44	47	48
Mathematics (grades 3-8 and 11)	32	39	31	34	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	257	99.23	0.77	47.86
Female	123	122	99.19	0.81	46.72
Male	136	135	99.26	0.74	48.89
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	218	99.09	0.91	46.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	78	97.50	2.50	20.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	151	99.34	0.66	39.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	25.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	257	99.23	0.77	38.52
Female	123	122	99.19	0.81	35.25
Male	136	135	99.26	0.74	41.48
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	55.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	218	99.09	0.91	34.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	78	97.50	2.50	19.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	151	99.34	0.66	28.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	20.45

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.29	14.75	20.6	24.25	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	14.75
Female	28	28	100.00	0.00	3.57
Male	33	33	100.00	0.00	24.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	15.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	10.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100.00%	100.00%	100.00%	100.00%	100.00%

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.

2025-26 Opportunities for Parental Involvement

Howard Elementary School values the vital role parents play in the educational success of our students. We are committed to fostering a collaborative environment and offer a variety of structured opportunities for parents to engage with and support our school community. Parents are encouraged to take an active role in school governance and decision-making by participating in our various advisory committees. These groups help shape the school's strategic direction and attend the annual District Advisory Council Leadership Conference. Opportunities include: School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented Parent Advisory Committee (GATE), Special Education Parent Advisory Committee.

Howard welcomes parent volunteers. To ensure a meaningful experience, our Outreach Consultant provides comprehensive orientations for all prospective volunteers. This training covers campus expectations and provides instruction on utilizing office equipment for instructional material preparation. Our volunteers support student achievement by: assisting as classroom helpers, preparing instructional materials, chaperoning educational field trips, and supporting school-wide events and functions.

We host several annual events designed to bring families together and celebrate student progress, including our Art Festival, Literacy Night, and Class O' Treat.

Furthermore, we prioritize open communication through our periodic "Coffee with the Principal" sessions. These meetings are held both in person and via Zoom to accommodate various schedules, providing a forum for updates and direct dialogue with school leadership.

We welcome your participation and look forward to working together. For more information on how to join a committee or become a trained volunteer, please contact Ms. Sanchez in the school office at (909) 591-2339.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	454	19	4.2
Female	198	197	6	3.0
Male	269	257	13	5.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	1	2.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	399	386	18	4.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	166	160	6	3.8
Foster Youth	--	--	--	--
Homeless	112	108	4	3.7
Socioeconomically Disadvantaged	417	407	17	4.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	107	8	7.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.2	0.21	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	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	0.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Howard Elementary School, a cornerstone of the Ontario-Montclair School District since 1884, serves a diverse body of 431 students. Supported by a dedicated staff and an engaged parent community, the school is committed to maintaining an orderly and supportive environment conducive to high-level learning. To ensure the highest standards of campus safety, Howard Elementary adheres to a rigorous schedule of emergency preparedness. During the 2025-2026 school year, staff and students will conduct:

Fire Drills: Monthly
Earthquake Drills: Quarterly
Lockdown Drills: Twice annually

The Comprehensive School Safety Plan underwent a thorough multi-level review process. It was reviewed by the Leadership Team on December 2, 2025, and officially approved and signed by the School Site Council on December 9, 2025. Final district certification was completed on December 22, 2025. The 2024-2025 data reflects a secure and positive campus culture, notably achieving zero suspensions and expulsions. This success is attributed to the school-wide implementation of Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL) curricula, and Restorative Practices. The California Healthy Kids Survey (5th Grade) revealed the following:

Safety & Respect: 83% of students feel safe at school, and 92% believe students are treated with respect.

Expectations: 88% of students report that adults on campus hold high expectations for their success.

Engagement: 84% of students acknowledge strong parental involvement in their education.

Growth Area: Only 31% of students reported concerns regarding cyberbullying, indicating a need for continued digital citizenship education.

While celebrating our accomplishments, Howard Elementary has identified specific areas for continued enhancement during the current academic cycle:

1. Campus Security and Supervision:

Secure the facility by strictly managing gate access during and after school hours.

Increase active supervision during recess periods to bolster physical and social-emotional safety.

Address traffic safety during arrival and dismissal to reduce violations and protect pedestrians.

2. Academic Achievement:

Prioritize English Language Learners (ELL) by implementing targeted interventions to increase performance on the English Language Arts section of the California Standards Test.

3. Community and Student Connectedness:

Foster "Neighborhood Watch" awareness and strengthen community ties.

Improve communication regarding meaningful participation opportunities to build student resilience and a sense of belonging.

Conduct semi-annual PBIS "refreshers" to reinforce the core values 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	3	0
1	23	0	3	0
2	28	0	2	0
3	27	0	2	0
4	22	0	3	0
5	30	0	2	0
6	22	0	3	0
Other	13	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	1	0
1	26	0	2	0
2	22	0	3	0
3	26	0	2	0
4	26	0	2	0
5	35	0	0	2
6	20	1	2	0
Other	13	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	3		
1	24		2	
2	18	1	2	
3	21		3	
4	26		2	
5	27		2	
6	32		2	
Other	17	2		

2024-25 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	0

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$110,380
Percent Difference - School Site and District	N/A	N/A	122.4	9.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-53.6	17.7

Fiscal Year 2024-25 Types of Services Funded

During 2025-2026 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 March assessment as our Summative Diagnostic. Staff will meet weekly 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

Professional Development

During the 2025-2026 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), Designated ELD, and English Language Development. These focus areas were chosen based on district and state assessments. Teachers were able to work together in PLCS with the principal to help them refine their teaching practice in these areas. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20