

Linwood E. Howe Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Linwood E. Howe Elementary School
Street	4100 Irving Pl.
City, State, Zip	Culver City CA 90232-2812
Phone Number	(310) 842-4338
Principal	Dr. Kim Indelicato
E-mail Address	kimindelicato@ccusd.org
Web Site	http://linhowe.ccusd.org
CDS Code	19-64444-6012694

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
E-mail Address	Leslielockhart@ccusd.org
Web Site	www.ccusd.org

School Description and Mission Statement (School Year 2017-18)

Located in the heart of Culver City, our diverse Linwood E. Howe school community uses an innovative, well-balanced approach to empower tomorrow's collaborative leaders by instilling a life-long passion for learning in a challenging, authentic, and nurturing environment in which stakeholders value the whole child by providing a personalized educational experience that develops emotional intelligence and prepares them to flourish as creative thinkers and problem solvers in our evolving global society.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	123
Grade 1	87
Grade 2	88
Grade 3	79
Grade 4	73
Grade 5	98
Total Enrollment	548

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0
Asian	8.2
Filipino	1.3
Hispanic or Latino	36.5
Native Hawaiian or Pacific Islander	0
White	34.9
Two or More Races	10
Socioeconomically Disadvantaged	33
English Learners	15.3
Students with Disabilities	15.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	32	33	398
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	To meet the needs of each of our readers, Linwood E. Howe (Lin Howe) teachers utilize Journeys (Houghton Mifflin, 2011) as its English Reading and Language Arts core instructional program in grades K-5. Additionally, Lin Howe teachers use a Guided Reading approach, incorporating books based on Fountas & Pinnell Levels into their instruction. Students are provided instruction at their grade level with differentiation for those that are struggling or who are above grade level. Reading and writing are assessed throughout the year using publisher and teacher assessments. English Language Development (ELD) is provided to English language learners, with designated and integrated instruction aimed at advancing their English language levels.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math: Bridges: In addition to using Cognitively Guided Instructional (CGI) practices in mathematics, teachers at Lin Howe use the adopted kindergarten through fifth grade mathematics curriculum that follows the California State Content Standards.	Yes	0%
Science	Science: Scott Forsman		0%
History-Social Science	Social Studies:Houghton Mifflin		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: March 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No needed repairs.
Interior: Interior Surfaces	X			Repaired w all damage and custodian's sink. Repaired peeling paint on door.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Clean dirty floors. Removed storage issues blocking exits.
Electrical: Electrical	X			No needed repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Cleaned Restrooms and drinking fountains.
Safety: Fire Safety, Hazardous Materials		X		Removed storage issues blocking exits and removed all clutter and excessive paper. Replaced extension cords and Fire extinguishers removed and replaced.
Structural: Structural Damage, Roofs	X			No repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: March 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	49	52	66	67	48	48
Mathematics (grades 3-8 and 11)	50	51	50	55	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	246	99.6	51.63
Male	131	130	99.24	41.54
Female	116	116	100	62.93
Black or African American	31	31	100	41.94
Asian	17	17	100	82.35
Filipino	--	--	--	--
Hispanic or Latino	98	98	100	28.57
White	81	81	100	74.07
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	93	93	100	27.96
English Learners	52	52	100	25
Students with Disabilities	55	54	98.18	20.37
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	245	99.19	51.43
Male	131	129	98.47	46.51
Female	116	116	100	56.9
Black or African American	31	31	100	35.48
Asian	17	17	100	76.47
Filipino	--	--	--	--
Hispanic or Latino	98	97	98.98	34.02
White	81	81	100	67.9
Two or More Races	17	17	100	76.47
Socioeconomically Disadvantaged	93	92	98.92	30.43
English Learners	52	52	100	34.62
Students with Disabilities	55	54	98.18	20.37
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	64	73	70	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.1	27.4	35.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Linwood E. Howe has lots of parent involvement. Parent involvement opportunities include:

Art Committee
Back To School Night
Backpacks for Kids
Booster Club
Career Day
Chaperoning field trips
ELAC
Family Fun Nights
Fund raising
Green Team
Growing Great
Hiking Vikings
Kindergarten Orientation
Kindergarten Welcome
Open House
Parent Conferences
PTA
Room Parent
School Site Council
Spanish Language Program
Volunteering in the classroom

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	0.9	0.5	1.5	1.1	1.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Linwood E. Howe faculty, staff and community believes that students' physical and emotional safety is a prerequisite to learning and is a top priority. Our comprehensive school safety plan includes school-wide behavioral rules and expectations (including what to do if someone experiences or witnesses bullying), ingress/egress procedures, emergency procedures, and procedures for reporting child abuse, harassment, sexual harassment, and bullying.

The school-wide rules and behavioral expectations are introduced each fall and reinforced throughout the year. Additionally, signs are posted throughout campus reminding students of the rules and expectations for the given area. Classroom rules and expectations are posted in each classroom. Positive behavior reinforcement systems are in each classroom, the cafeteria, and the yard. Throughout the year, each teacher presents grade appropriate lessons regarding conflict solving and bullying.

Emergency procedures are in place for the following types of emergencies: fire, earthquake, intruder/lock-down, shelter in place, and bomb threats. Emergency procedures include procedures for releasing students after an emergency. All emergency procedures are reviewed with staff members prior to the start of the school year and with students at the beginning of the year. Fire drills are held monthly, earthquake drills are held twice a year, and lock-down drills are held once a year.

Each school year the school emergency plan is discussed and approved by the School Site Council.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	5		20	1	5		21	1	5	
1	24		3		21	1	3		20	2	2	
2	21	1	2		24		3		22		4	
3	18	1	4		23		3		21	1	3	
4	21		3		23		4		22		3	
5	22	1	4		20	1	3		20	1	4	
Other	10	2			8	2			8	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7097.0	\$2512.1	\$4584.8	\$67388.0
District	N/A	N/A	\$6482.3	\$74,671
Percent Difference: School Site and District	N/A	N/A	7.8	2.3
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-17.5	-2.3

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

Types of Services Funded (Fiscal Year 2016-17)

Linwood E. Howe receives ESEA Title I funding and operates as a school-wide Title I school. Our school elected to use our Title I funding as a school-wide program to institute a comprehensive reform strategy designed to upgrade the entire educational program in our school. Our primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state and local academic achievement standards. Our school also receives support for our English Language Learners through ESEA Title III funding as well as ESEA Title II funding increases student academic achievement through strategies such as improving teacher and principal quality. Interventions from the ESEA funding can be seen at our school in the form of intervention strategies, additional staff, and supplemental instructional materials and technology.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,759	\$46,511
Mid-Range Teacher Salary	\$74,989	\$73,293
Highest Teacher Salary	\$92,858	\$92,082
Average Principal Salary (Elementary)	\$115,944	\$113,263
Average Principal Salary (Middle)	\$124,324	\$120,172
Average Principal Salary (High)	\$120,614	\$131,203
Superintendent Salary	\$230,000	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Over the past three years, professional development opportunities have been focused on increasing student achievement in math and reading.

Professional Development 2015-2016:

CGI (Cognitively Guided Instruction) Math-Selected teachers attended CGI trainings during the school day throughout the year at UCLA. Additionally, one teacher was out of the classroom to serve as a coach to those who selected to participate. The coach observed/co-taught/coached each selected teacher once per week. Teachers could elect to meet with the coach before school, during school, or after school.

Guided Reading- Teachers who are new to Lin Howe and teaching in grades first through third, as well as all fourth and fifth grade teachers who were not previously trained, participated in Running Records and Guided Reading training. The training consisted of several full days of instruction and a couple of observation days.

Daily 5- Teachers who have been trained in Guided Reading attended a one-day workshop for the Daily 5.

Professional Development 2016-2017:

CGI (Cognitively Guided Instruction) Math- One teacher was out of the classroom to serve as an instructional coach. All teachers participated in two CGI trainings, with a specific focus on counting collections. The training occurred during school hours and included discussions with an expert from UCLA, discussions with colleagues (including middle school and high school teachers), classroom observations, and observation debriefs. Additionally, some teachers opted into planning sessions, observations, and debriefs with our instructional coach. All teachers new to Lin Howe attended 4 CGI training sessions.

Guided Reading- Optional Guided Reading trainings were provided to interested teachers. All teachers new to CCUSD received Guided Reading Training.

Professional Development 2017-2018:

ELD- All teachers participated in ELD trainings during staff meetings and professional development days.

CGI- Teachers could self-select to work with our instructional coach on continuing to develop their practice in the area of CGI. Teachers could choose to meet with the coach before school, during the day (a roving sub was utilized), or after school. All new teachers attended CGI training during their work hours day.

Depth of Knowledge (DOK)- All teachers are receiving training on