

Howell Mountain Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Howell Mountain Elementary School
Street	525 White Cottage Rd. N
City, State, Zip	Angwin
Phone Number	7079652423
Principal	Dr. Janet Tufts
Email Address	jtufts@hmesd.org
School Website	hmesd.org
County-District-School (CDS) Code	28-66258-6026751

2023-24 District Contact Information

District Name	Howell Mountain Elementary School District
Phone Number	7079652423
Superintendent	Dr. Janet Tufts
Email Address	jtufts@hmesd.org
District Website	www.hmesd.org

2023-24 School Description and Mission Statement

Welcome to the Howell Mountain School's Accountability Report Card (SARC). Howell Mountain Elementary School is a single TK - 8 school and district that serves approximately 100 students in Angwin, situated in the eastern hills above the Napa Valley, approximately 7 miles from the city of Saint Helena. Our school is a small and caring place where we promote a "family like" atmosphere and focus on each individual student to ensure that s/he receives the best education possible and is motivated to become a lifelong learner. Our vision is to create an environment where all students, staff and parents are given the opportunity to reach their potential. We also recognize our responsibility to "prepare our children to be successful, responsible, environmentally sensitive citizens."

Our Core Values:

The following Core Values are guiding principles for the Howell Mountain Elementary School District. These values represent how we want to "live" within our school community. Core values are for children and adults to embrace, internalize, model, and live by. They are an expression of what is deep and enduring within our school system.

- We will continue to build a culture of shared accountability to excellence and growth.
- We will continue to develop a strong networked community committed to the positive development of the whole child.
- We will continue to provide an effective, efficient use of resources.

Our Mission:

The Howell Mountain Elementary School community is dedicated to providing opportunities and resources for all students to achieve their highest academic and social potential in a global society.

2023-24 School Description and Mission Statement

Our Vision:

HMESD strives to create a safe, supportive, and inclusive environment for students, families, staff, and the greater community. By building strong and positive relationships, students will learn empathy, communication skills, self-regulation, perseverance, and confidence. These skills empower students to grow as unique individuals and lifelong learners.

Our Beliefs:

We believe/I believe that:

- We are all teachers and learners.
- Respect, integrity, and honesty are core responsibilities of all individuals.
- Commitment to high expectations inspires excellence and personal best.
- Everyone has the right to achieve his or her full potential.
- A supportive environment fosters creative and confident learners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	10
Grade 2	8
Grade 3	11
Grade 4	8
Grade 5	7
Grade 6	14
Grade 7	12
Grade 8	10
Total Enrollment	102

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Asian	1%
Black or African American	1%
Hispanic or Latino	52.9%
White	40.2%
English Learners	35.3%
Homeless	2.9%
Migrant	17.6%
Socioeconomically Disadvantaged	60.8%
Students with Disabilities	9.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	83.33	5.00	83.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	16.67	1.00	16.67	18854.30	6.86
Total Teaching Positions	6.00	100.00	6.00	100.00	274759.10	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	
Total Teachers Without Credentials and Misassignments	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	
Total Out-of-Field Teachers	0.00	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Howell Mountain Elementary School (and District Office) held a public hearing on September 13 2023 and determined that the School had sufficient and good quality textbooks, instructional materials, and science lab equipment according to the settlement of Williams vs. the State of California. All students, including English learners, are given their standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office before adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

08/01/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6, Wonders ELA/ELD by Mc-Graw Hill, adopted June 2016 7th-8th, StudySync ELA/ELD by Mc-Graw Hill/BookheadEd Learning LLC, adopted June 2016	Yes	0
Mathematics	K-5, My Math by McGraw Hill, adopted May 2015 6-8th, California Math by McGraw Hill, (6th grade adopted May 2015, 7th-8th adopted April 2016)	Yes	0
Science	Building Blocks of Science, adopted May 2019 K-6: Carolina Science 7-8: Amplify, adopted July 2020	Yes	0
History-Social Science	K-5, McGraw-Hill, Impact California, adopted July 2020 6th-8th, McGraw-Hill, Impact California, adopted March 2020	Yes	0

School Facility Conditions and Planned Improvements

Overall, Howell Mountain Elementary School District maintains a FIT rating as an "Exemplary" rating of 99.3%

Year and month of the most recent FIT report

09/15/2023

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34		34		47	
Mathematics (grades 3-8 and 11)	25		25		33	

2022-23 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
All Students	63	63	100.00	0.00	39.68
Female	32	32	100.00	0.00	43.75
Male	31	31	100.00	0.00	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	62.50
English Learners	22	22	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	27.78
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2022-23 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
All Students	63	61	96.83	3.17	28.33
Female	32	31	96.88	3.12	23.33
Male	31	30	96.77	3.23	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	35	97.22	2.78	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	52.17
English Learners	22	21	95.45	4.55	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	20.59
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	--	--	--	--	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.83		20.83		29.47	

2022-23 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
All Students	18	18	100.00	0.00	50.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	63.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Howell Mountain ESD has a very active parent involvement. The Wolf Pack is an organized parent group that oversees fundraising and community involvement activities. The Wolf Pack meets monthly and is comprised of representatives that are representative of the diverse demographics of Howell Mountain ESD. In addition, there is an active School Site Council, which meets regularly. All involvement is relied upon for input, sharing information regarding student achievement, and collaborating in publicly held meetings, such as the school site council.

Parents are an integral part of school life at Howell Mountain School. Practices to welcome families include encouraging parents to come to school regularly to volunteer, to participate in Friday morning activities and for special events such as monthly student recognition assemblies, Read Across America Day, Earth Day, STEM Fair, Music Recitals, the Winter Program, the Spring Talent Show, and the annual Authors' Festival.

Additional parent involvement opportunities include Back to School Night, Parent/Teacher/ Student Conferences, volunteering to drive during field trips, musical performances, and gardening. Howell Mountain ESD has recently established a community school that focuses on wellness and gardening. The community school advocacy group is comprised of community members, staff, students, and parents. Howell Mountain School District parents are also encouraged to become active members in our Parent/ Teacher Organization, which encourages support and opportunities for students. The parent group hosts events to build community and hosts fundraisers to support enrichment opportunities for students. Additionally, the School Site Council continues to accept a leadership role in establishing over-arching goals that positively impact the culture of the school.

Parents are invited to attend workshops held in the evenings on campus, including education engagement meetings, which are intended to encourage parent participation in school-wide decision-making. Howell Mountain School strives to include all parents in the school culture. In addition, we hold regular bilingual meetings and group support sessions for our Spanish-speaking parents. Meetings are also organized to address fire-preparedness and financial support by Up-Valley Family Center. An annual Title I parent meeting (bilingual) informs parents about Title I program development and implementation, reinforces

2023-24 Opportunities for Parental Involvement

the importance of standards achievement, and encourages parents to support their children, including participation in the after-school program. Parents of students with suspected or identified special needs are involved in Student Study Team conferences concerning their child in addition to annual Individual Education Plan meetings. Families are encouraged to monitor and assist their children with homework, using the annually distributed Student Planner. Parents and students also attend individual conferences scheduled each October and February to explain standards-aligned assignments, discuss student achievement, and set student goals.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	108	106	26	24.5
Female	55	55	12	21.8
Male	53	51	14	27.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	56	55	11	20.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	45	44	13	29.5
English Learners	36	36	3	8.3
Foster Youth	1	1	0	0.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	73	71	18	25.4
Students Receiving Migrant Education Services	18	18	3	16.7
Students with Disabilities	11	11	2	18.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.94		0.00	0.94		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0
Female	0	0
Male	1.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.22	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.09	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Howell Mountain Elementary School District. The school complies with laws, rules, and regulations of hazardous materials and state earthquake standards. The School Site Safety plan is annually reviewed and updated by the School Safety Committee and School Site Council. All revisions were communicated to both classified and certificated staff. The plan was reviewed by administration and staff at the August 8, 2023 staff meeting and the Site Council on January 10, 2024. Revisions to the plan were made and approved at the School Site Council on January 10, 2024.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and disaster drills are conducted regularly throughout the school year. Lockdown drills are held annually. Each classroom is equipped with a portable toilet, privacy screens, bricks of water, an emergency first aid kit, flashlights, blankets, and food.

There is a designated area for student drop off and pick up that keeps students separate from vehicular travel. Students are supervised before school, during breaks, and after school by classified and/or certificated staff. Entry points to the school campus are limited, and visitors are required to check in at the main office and sign in for a “Visitor’s” pass. Personnel at the school routinely review video surveillance footage.

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.

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
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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
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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
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2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$20,350	\$5,034	\$15,316	\$72,362
District	N/A	N/A	\$15,316	72,362
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,606.62	\$75,753
Percent Difference - School Site and State	N/A	N/A	67.3	-4.6

Fiscal Year 2022-23 Types of Services Funded

Howell Mountain Elementary School strives to provide the best possible education for all of our students. During the 2023-24 school year, services that were provided included general education and special education instruction. In 2021-22 The HMESD district added a music/art position to support the fine arts. Certificated staff utilizes half-class instructional time during art/ music to provide interventions and enrichment opportunities for all students. This position continued in 2022-23. HMESD also maintained 2.5 FTE classified positions to support Intervention and English language acquisition. HMESD also funds a full-time Resource Intervention Teacher, who manages special education caseloads, Student Study Team Meetings, and interventions. In 2023-24, HMESD also added structured literacy interventions and supports. In addition, students benefit from a robust Boys and Girls Club after-school program. Custodial supports and maintenance are offered by a full time employee.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	27%	29.34%
Percent of Budget for Administrative Salaries	8.71%	5.99%

Professional Development

Howell Mountain staff has adopted a schedule that embeds time for daily professional development. English Language Arts and Math Coaches provide professional development after school. In addition, professional development in the areas of science and history has been implemented in the 2023-24 school year. Professional Development for classified staff in the areas of reading intervention and English Language Development is on-going. In 2024, classified staff will participate in Best Behavior supervision strategies.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2