

# Howell Mountain Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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

#### **School Contact Information (School Year 2019-20)**

Entity	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
Website	www.hmesd.org
County-District-School (CDS) Code	28-66258-6026751

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

## School Description and Mission Statement (School Year 2019-20)

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" and to ensure that they acquire critical 21st Century skills.

### 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.

### 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.

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	7
Grade 1	9
Grade 2	14
Grade 3	11
Grade 4	8
Grade 5	9
Grade 6	6
Grade 7	10
Grade 8	7
<b>Total Enrollment</b>	<b>81</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Asian	1.2
Hispanic or Latino	53.1
White	40.7
Socioeconomically Disadvantaged	56.8
English Learners	34.6
Students with Disabilities	9.9
Homeless	8.6

**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 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	7	6	6	6
<b>Without Full Credential</b>	1	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 2019-20)

Year and month in which data were collected: 10/07/2019

Howell Mountain Elementary School (and District Office) held a public hearing on September 11 2019 and determined that the School had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual 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 prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	Building Blocks of Science, adopted May 2019  K-6: Carolina Science	Yes	0
<b>History-Social Science</b>	K-5, Pearson Scott Foresman, adopted in 2007  6th-8th, Glencoe/McGraw Hill-Discovering our Past, adopted in 2007	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Overall, Howell Mountain Elementary School District maintains a FIT rating as "Good," with an average percentage of 98.95%.

### 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

**Year and month of the most recent FIT report:** 9/07/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	48	57	48	50	50
Mathematics (grades 3-8 and 11)	52	62	52	62	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	48	88.89	11.11	47.92
Male	31	27	87.10	12.90	44.44
Female	23	21	91.30	8.70	52.38
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	32	26	81.25	18.75	26.92
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	77.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	34	28	82.35	17.65	39.29
<b>English Learners</b>	25	21	84.00	16.00	19.05
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	54	47	87.04	12.96	61.70
<b>Male</b>	31	26	83.87	16.13	65.38
<b>Female</b>	23	21	91.30	8.70	57.14
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	32	25	78.13	21.87	52.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	18	18	100.00	0.00	77.78
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	34	27	79.41	20.59	55.56
<b>English Learners</b>	25	20	80.00	20.00	45.00
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.



## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are an integral part of school life at Howell Mountain School. Families are individually welcomed to school as students register for the new school year. Parents have the opportunity to get acquainted at Back-to-School night and are encouraged to come to school regularly for the daily morning meetings, Friday morning activities and for special events such as: monthly student recognition assemblies, Dr. Seuss Day, Earth Day, STEM Fair, Music Recitals, the Winter Program, the Spring Talent Show, and the annual Authors' Festival. Howell Mountain School District parents are also encouraged to become active members in our Parent/ Teacher Organization, which focuses on room parents to support each classroom.

Parents are invited to attend workshops held for them in the evenings on campus, including Stake Holder 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. An annual Title I parent meeting (bilingual) informs parents about Title I program development and implementation, reinforces 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 and/or the electronic Aeries Gradebook system for grades 3-8. Parents and students also attend individual conferences scheduled each October and February to explain standards-aligned assignments, discuss student achievement and set student goals.

Additionally, our parents are also encouraged to become active on campus through our School Site Council (SSC) and the new Wolf Pack Parent Group.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Howell Mountain Elementary School District. The school is in compliance with laws, rules, and regulations pertaining to 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 school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held annually. Each classroom is equipped with a portable toilet, privacy screens, bricks of water, 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.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	1			14	1						
1					15	1						
2	19	1			11	1			14	1		
4	13	1			17	1			19	1		
6	19	1			20	1			15	1		
Other**									16	1		

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,083	\$4,788	\$13,295	\$75,679
District	N/A	N/A	\$13,295	75,679
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	7,125	63,218
Percent Difference - School Site and State	N/A	N/A	60.4	17.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded (Fiscal Year 2018-19)

Howell Mountain Elementary School strives to provide the best possible education for all of our students. During the 2019/20 school year, services that were provided include K-8 general education and special education instruction. In 2018/19, the district added a .5 Intervention Specialist to support academic achievement of all students. Additionally, the district provides .5 FTE paraprofessional support so that individual student needs may be met. The district also provides a library clerk. In addition, students benefit from instrumental and choral instruction, art instruction and a robust Boys and Girls Club, after school program.

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		2	2

Howell Mountain staff has a weekly minimum day that is designed to improve professional development as well as promote collaboration. In addition, the district has been awarded the Multi-Tiered Support System grant and a math grant from Napa Learns. These two funding sources are designed to support professional development in the areas of best teaching practices, student engagement, pacing guides, common assessments, and data analysis. English Language Arts and Math Coaches have provided direct support for certificated staff. In addition, professional development has been provided for classified staff in the areas of reading intervention and English Language Development.