

Howard 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/fq/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	Howard School
Street	13878 Road 21 1/2
City, State, Zip	Madera, CA 93637
Phone Number	(559) 674-8568
Principal	Jeff Dailey
Email Address	jeffreydailey@maderausd.org
School Website	https://www.madera.k12.ca.us/howard
County-District-School (CDS) Code	20-65243-6023972

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

It is the mission of Howard School that we will be a community of lifelong learners who will: Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. expectations each day.

It is our vision that through teamwork, the Howard School community will create a safe, positive, student centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive global citizens.

Through our daily B.A.R.K. we emphasize and practice these behaviors daily to increase a positive climate on our campus. A positive climate where students are "caught being good" with "pawsitive praise" will instill a desire to come to school and participate to their fullest potential. Howard school is in their third year of PBIS (Positive Behavior Intervention Supports) a research-based framework to design a school behavior and academic structure to ensure safety and success for all and has been recognized as a California State Platinum PBIS award level school.

Howard School is a K-8th grade traditional school belonging to the Madera Unified School District. Howard has twice been a California Distinguished School, and once a Distinguished Title I Achieving School. Moving forward, Staff and Administration at Howard are excited about continuing the work of high achievement as we continue in the SBAC testing system by using and mastering the new math and ELA curriculum and lessons designed to encourage collaborative thinking. As instructors, we want to analyze our teaching through the achievement of our students. We need to respond appropriately to the data presented and respond, reteach, and accelerate as needed.

Howard is located approximately eight miles northwest of the city of Madera and houses approximately 535 students, including students enrolled in the Madera County Office of Education's Deaf and Hard of Hearing and Emotionally Disturbed programs. Providing a safe, clean, and "Children First" friendly environment is important to the Howard School community of teachers, classroom assistants, custodial staff, administration, and parents. We encourage students to have pride in their school, achieve their learning goals, be driven by their aspirations, and contribute to the community.

The certified staff has a Principal, Vice Principal, 20 classroom teachers, one Special Education teacher, two full-time Special Education Para Professional Aides, one full time music and a part-time Music Teacher, one full-time art teacher, one full time

2023-24 School Description and Mission Statement

STEM teacher, and one full-time Librarian.

Support services are provided through the District's Central Office. There is a Nurse at school 4 days a week, a health clerk 2 days a week, a Speech Teacher, a Psychologist two days a week, as well as a Counselor five days per week. The music program at Howard consists of instruction in grades TK-8th including general music, recorder, band, strings, and choir instruction.

The classified staff consists of two full-time Special Education aide, two full time Kindergarten para-professionals, one full time Transitional Kindergarten para-professional, one secretary, four noon aides, and one administrative assistant.

We are currently in Additional Targeted Support and Improvement status because of the low performance of our English Learner and Students with Disabilities populations. Staff is going through professional development through ISET that is focusing on ELD instruction and a deeper understanding of the ELD standards.

Please come and visit our school. We always welcome parent volunteers to help in the classroom and join our Howard Parent Teacher Club! B.A.R.K. daily. Be Prepared, Act Responsibly, Respect self, others, and things and be Kind as kindness is the key! Go Bulldogs!

Mission Statement

Howard School is a community of lifelong learners who will; Be prepared, Act responsibly, and show Respect and Kindness. Howard Bulldogs are committed to learn and grow through B.A.R.K. each day.

Vision Statement

Through teamwork, the Howard School community will create a safe, positive, student-centered environment where all students will be given an opportunity to build talent, skill, academic proficiency, and character through our B.A.R.K., empowering students to be productive, global citizens.

School Profile (School Year 2023-2024)

Howard School is one of 28 elementary/middle/comprehensive/alternative high schools in Madera Unified School District. During 2023-2024, 526 TK-8th grade students were enrolled at the school, with classes following a traditional calendar. Howard School also hosts approximately 40 students enrolled in the Madera County Office of Education's Deaf and Hard of Hearing and Emotional Disturbed Programs.

At Howard School, we strive to offer enrichment opportunities for all students. Currently, every student TK-6th grade takes STEM, Music, Art, and Dramatic Literacy. Students in 7th and 8th grade have the opportunity to take Music, Intro to Spanish, Spanish I, and STEM. We offer BARK Council for students who want to take on a leadership role on campus and we offer an Ag club for those students who have an interest in the different aspects of agriculture.

In grades K-8 Music instruction is provided through a vertically articulated progression of classroom music, 4th-grade recorder instruction and 4th-8th grade Band, Strings, and Choral instruction.

Howard's special education program is fully vested in the Center-Based Model of educating our special education students. These students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. They are also pulled out of the general education environment for more intense work as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan (IEP). Howard has one full-time special education teachers and two full time special education aides to support our students.

English Learner Program: All of Howard's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted to their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking.

Howard School is a PBIS, Platinum Award Level school. Our school-wide expectations are that every student will BARK: Be Prepared, Act Responsibly, Respect self, others and things and Kindness is the key. We teach and reteach these expectations daily. We believe that practice makes permanent and it is these character traits our students will leave Howard knowing and understanding and carrying with them out into the community of Madera and beyond.

Our two main academic goals is to increase the achievement levels of all students in Math and English Language Arts. We monitor the progress of these goals through our classroom formative and summative assessments. These assessments are analyzed weekly by our grade level teams during their 100 minutes of PLC time. Teachers are able to determine how effective

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their instruction was for that given standard(s) and make adjustments as needed. Students in Kindergarten through 8th grade take the NWEA Assessment 3 times a year to monitor how much the students have learned throughout the school year. It provides teachers with valuable data that drives their instruction and provide valuable interventions to those students who need extra support. Third through eighth grade students take the CAASPP in May as an end of year assessment to measure the level of learning that took place for the school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	43
Grade 2	55
Grade 3	61
Grade 4	56
Grade 5	47
Grade 6	70
Grade 7	52
Grade 8	54
Total Enrollment	501

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	0.4%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	84.2%
Two or More Races	1.4%
White	10.6%
English Learners	14.6%
Foster Youth	1.4%
Homeless	2.4%
Migrant	0.4%
Socioeconomically Disadvantaged	79.8%
Students with Disabilities	7.6%

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

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)	23.40	99.41	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.55	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	0.00	0.00	58.40	6.05	18854.30	6.86
Total Teaching Positions	23.50	100.00	966.00	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)	21.70	79.73	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	14.77	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	1.50	5.50	57.50	5.64	15831.90	5.67
Total Teaching Positions	27.20	100.00	1019.00	100.00	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	3.00
Misassignments	0.10	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	4.00

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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)	4.2	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	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

Madera Unified held a public hearing on September 27, 2022, and determined that each school within the district 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 instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved: June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018 Grade 7: McGraw Hill School Education, Impact California Social Studies: World History Geography: Medieval & Early Modern Times, 2019 Board Approved: May 8, 2018 Grade 8: Teachers' Curriculum Institute, History Alive! The United States Through Industrialism, 2017 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Grade 7-8: Spanish I-III: Vista Higher Learning, Encuentros, 2022 Board Approved: May 24, 2022 Spanish for Heritage Speakers I-II: Vista Higher Learning, Galeria, 2022 Board Approved: May 24, 2022	Yes	0.0%

School Facility Conditions and Planned Improvements

Howard School was originally constructed in 1953 and is comprised of 25 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and one playground.

During 2018 the multi-purpose cafeteria/auditorium received a brand new paint job, projector, screen, and speakers. The library also received a paint job, all new furniture as well as approximately \$30,000 worth of new books During the Fall of 2020.

During the summer of 2023, work was done to create a second Transitional Kindergarten classroom and a conference room.

Playground space is adequate for the number of students we have, providing them with ample opportunity to be active during their recess times. There is adequate space for staff to work.

Cleaning Process

The principal works daily with the custodial staff of 2 full-time employees to ensure that the school is maintained to provide for a clean and safe school. They work a staggered shift schedule with one of them available on campus from 6:30 a.m. to 2:30 p.m. A three-person team from the district maintenance department services the larger maintenance needs about every six weeks. The district makes a great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of School Construction. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

The school grounds are clean and safe thanks to the efforts of many people. Howard has its own custodial staff that takes care of daily cleaning and maintenance. Classrooms are cleaned daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in August 2023.

Year and month of the most recent FIT report

8/8/2023

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			20: Door drags as the door opens and closes.
Electrical		X		3: Laminant peeling by sink. Electrical outlet at front of room is broken. "4: Electrical outlet at back of room is broken. 9: VGA cable and power cable coming down from ceiling. 10: No screens on exterior windows. Missing face plate on outlet by the Permethean Board. Torn tack board by back window. " "11: Exposed communication wiring behind librarian's desk. Need a face plae on an exposed outlet.

School Facility Conditions and Planned Improvements

			<p>Exposed communication wiring behind Permethean board.</p> <p>12: Rotting at the bottom of the exterior door.</p> <p>Exposed communication wiring at the back and side of the room. "</p> <p>"13: Exposed ethernet cable at side of room by front window.</p> <p>14: Broken screen on the exterior of the front window. There is a tear in the tackboard in back of the room.</p> <p>Exposed communication wiere at front of the classroom. "</p> <p>15: Wire from communication hub in the back of the room is exposed all the way around to the front of the room where the Permethean board is.</p> <p>24: Tack board coming undone by front window.</p> <p>Exposed wiring from celing coming down to old Smart Board. Torn screen at front window.</p> <p>25: Exposed VGA cable coming from ceiling. Exposed wiring by white boards. Screens needed on back windows. Torn tack board underneath front window (currently covered by "wall paper." Broken board on the back exterior.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	K-2 BR: Plate missing by urinals in boys restroom.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	<p>3: Laminant peeling by sink. Electrical outlet at front of room is broken.</p> <p>10: No screens on exterior windows. Missing face plate on outlet by the Permethean Board. Torn tack board by back window.</p> <p>14: Broken screen on the exterior of the front window. There is a tear in the tackboard in back of the room.</p> <p>Exposed communication wiere at front of the classroom.</p> <p>24: Tack board coming undone by front window.</p> <p>Exposed wiring from celing coming down to old Smart Board. Torn screen at front window.</p> <p>25: Exposed VGA cable coming from ceiling. Exposed wiring by white boards. Screens needed on back windows. Torn tack board underneath front window (currently covered by "wall paper." Broken board on the back exterior.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>10: No screens on exterior windows. Missing face plate on outlet by the Permethean Board. Torn tack board by back window.</p> <p>12: Rotting at the bottom of the exterior door.</p> <p>Exposed communication wiring at the back and side of the room.</p> <p>14: Broken screen on the exterior of the front window. There is a tear in the tackboard in back of the room.</p> <p>Exposed communication wiere at front of the classroom.</p> <p>"17: Exterior of door is rotting at the bottom. Skunks underneath portable.</p> <p>19: Missing an exterior window screen by the entry of the classroom. "</p> <p>20: Door drags as the door opens and closes.</p>

School Facility Conditions and Planned Improvements

				<p>24: Tack board coming undone by front window. Exposed wiring from ceiling coming down to old Smart Board. Torn screen at front window.</p> <p>"25: Exposed VGA cable coming from ceiling. Exposed wiring by white boards. Screens needed on back windows. Torn tack board underneath front window (currently covered by ""wall paper."" Broken board on the back exterior.</p> <p>4th-6th br: Water does not shut off in one of the sinks in the girls restroom. One of the lights doesn't work. Missing exterior screen. "</p>
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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)	29	31	30	31	47	46
Mathematics (grades 3-8 and 11)	20	22	16	18	33	34

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	349	342	97.99	2.01	31.29
Female	181	176	97.24	2.76	35.23
Male	168	166	98.81	1.19	27.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	291	286	98.28	1.72	29.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	43	95.56	4.44	34.88
English Learners	48	43	89.58	10.42	4.65
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	287	281	97.91	2.09	27.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

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	349	345	98.85	1.15	22.03
Female	181	179	98.90	1.10	17.88
Male	168	166	98.81	1.19	26.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	291	289	99.31	0.69	20.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	45	43	95.56	4.44	25.58
English Learners	48	48	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	287	285	99.30	0.70	18.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	18	90.00	10.00	5.56

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)	20.00	19.23	15.25	14.88	29.47	30.29

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	106	104	98.11	1.89	19.23
Female	53	53	100.00	0.00	9.43
Male	53	51	96.23	3.77	29.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	15.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	28.57
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	85	97.70	2.30	15.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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%	98%	94%	98%
Grade 7	98%	90%	93%	92%	95%

2023-24 Opportunities for Parental Involvement
<p>Howard School offers many ways for parents to be involved with the school and help students achieve. Parents are welcome to join the School Site Council (SSC), which works with the Principal to make financial and program decisions using Title I funds. They also will review and approve the School Plan for Student Achievement (SPSA) and the School Safety Plan. Parents of English Learners are encouraged to join our English Language Acquisition Committee (ELAC).</p> <p>Parents organize volunteers through the Howard Parent Teacher Club (PTC) to help with special fundraising to support projects in the classroom, and field trip expenses. The Howard PTC purchases instructional materials provides scholarships and organizes special assemblies and carnivals. The group pays for educational field trips, classroom supplies, and assemblies. Throughout the year the Howard PTC organizes fundraisers that go directly back to the classroom teachers.</p> <p>Howard School utilizes Parent Square to share important information to our parents and school community. Parent Square provides an efficient method for parents, teachers, and the school site to be in constant communication with each other. Parents are able to send messages to their child's teacher, principal, vice principal, or school counselor directly if needed.</p> <p>During the school year, parents have the opportunity to participate in Back to School Night, Open House, and parent-teacher conferences (4 times a year), and attend our quarterly academic awards. Our Parent Club and BARK Council organize fun events that bring our families onto campus as well such as our annual school carnival, Halloween jog-a-thon, and holiday lights showcase.</p> <p>Parents or community members who wish to participate in leadership teams, school committees, and school activities, or become a volunteer may contact the school office at (559) 674-8568.</p> <p>To inquire about how to volunteer and get involved at Howard School, please contact Jeff Dailey, Howard School Principal, at (559) 674-8568.</p>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	542	530	111	20.9
Female	276	268	44	16.4
Male	266	262	67	25.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	458	446	91	20.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	1	14.3
White	58	58	15	25.9
English Learners	95	92	16	17.4
Foster Youth	7	7	0	0.0
Homeless	27	25	8	32.0
Socioeconomically Disadvantaged	444	432	90	20.8
Students Receiving Migrant Education Services	12	11	0	0.0
Students with Disabilities	41	41	10	24.4

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	1.39	4.06	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.18	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0.18
Female	0	0
Male	8.27	0.38
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.28	0.22
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	12.07	0
English Learners	8.42	1.05
Foster Youth	0	0
Homeless	7.41	0
Socioeconomically Disadvantaged	4.5	0.23
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.32	2.44

2023-24 School Safety Plan

The safety of students and staff is a primary concern at Howard School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated in September 2023 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year and as needed. We hold monthly fire drills, a yearly bus evacuation drill, and a yearly school evacuation drill. Students are supervised before and after school by certificated staff, classified staff, and site administration.

Certificated staff, classified staff, and site administration supervise students during lunch and break periods. Parent volunteers sometimes help with supervision.

There is a designated area for student drop off and pick up. Visitors enter and exit the school through one gate and they are required to sign in and out when they visit.

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
K	25	2	2	1
1	27		4	
2	21	1	6	
3	21	1	5	
4	26	1	3	
5	17	3	4	
6	21	3	4	
Other	30		1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	11		
1	23	1	6	
2	14	9		
3	20	1	6	
4	23		6	
5	27	1	6	
6	20	1	6	
Other	21	1	1	

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	501

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1

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	8368.91	1494.49	6874.42	78474
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	60.7	-3.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	4.2	-11.8

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

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	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

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	8	8