

Haven Drive Middle 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 | Haven Drive Middle School |
| Street | 341 Haven Drive |
| City, State, Zip | Arvin CA, 93203 |
| Phone Number | (661) 854-6540 |
| Principal | Magdalena Hernandez |
| Email Address | mhernandez@arvin-do.com |
| School Website | www.arvinschools.com |
| County-District-School (CDS) Code | 15-63313-6008817 |

2023-24 District Contact Information

| | |
|-------------------------|-----------------------------|
| District Name | Arvin Union School District |
| Phone Number | (661) 854-6500 |
| Superintendent | Georgia Rhett |
| Email Address | rhett@arvin-do.com |
| District Website | www.arvinschools.com |

2023-24 School Description and Mission Statement

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly, small town atmosphere. Established in 1940, Haven Drive Middle School is one of four schools in the Arvin Union School District.

In order to "Inspire and Empower Haven Drive Bulldogs academically, emotionally and socially, while preparing them to be productive citizens and future leaders", the following learning opportunities for all students are desired and have been written into district and site plans for long-term implementation. Ongoing monitoring of our programs will ensure best practices/strategies will provide an immersive rigorous learning experience for all students. These include, but are not limited to:

- GATE enrichment cluster classes and activities
- Spanish Literature elective classes
- AVID elective classes and school wide expectations
- Band
- Art
- Seasonal Sports
- PBIS incentives
- Engagement opportunities
- Arvin Advantage After-school Program
- Weekend and Extended Day Programs
- Summer School
- After School Intervention classes
- Parent education classes
- English Language Development Curriculum (for English Learners)
- Integrated Science elective classes
- Yearbook Club
- Project Lead the Way - (Design and Modeling - Engineering/Forensic Science)
- Extra Curricular Activities (Battle of the Books)
- Builders Club

2023-24 School Description and Mission Statement

- eSports regional teams

In addition to high academic standards with a team effort of students, parents, and teachers, the use of educational technology to support curriculum is prevalent across the school. Each teacher has a laptop computer/Chromebook, an LCD projector or flat screen tv, available document camera and additional monitor, and printer and white board in the classroom. The combination of teaching the academic curriculum while embedding technological enhancements to the lessons provides more effective teaching and learning. Each student has a Chromebook to support "one-to-one" technology needs.

Teachers meet every week during "Professional Learning Team" meetings during which teachers focus on the continued academic growth of all students utilizing in-depth data analysis, cycle of inquiry, creation of Common Formative Assessments and discussion of strategies to increase percentages of students attaining higher proficiency levels. Our school uses Star Test Renaissance as a method to assess our students growth three times a year in ELA and Math in addition to informal assessments. The use of Freckles provides students with opportunities to review, practice, and improve their understanding of concepts to move towards grade level standards mastery.

The Arvin Union School District's mission, "Every child learning every day, no matter what it takes," propels Haven Drive to "do whatever it takes" to ensure each students' needs are met to the best of our ability. Utilizing a variety of resources, Haven Drive's priority is to prepare the students for success here, through high school, college, and beyond.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 317 |
| Grade 8 | 322 |
| Total Enrollment | 639 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 50.1% |
| Male | 49.9% |
| American Indian or Alaska Native | 0.3% |
| Asian | 0.3% |
| Black or African American | 1.4% |
| Hispanic or Latino | 95.6% |
| Two or More Races | 0.2% |
| White | 2% |
| English Learners | 55.9% |
| Foster Youth | 0.3% |
| Homeless | 2.7% |
| Migrant | 13.5% |
| Socioeconomically Disadvantaged | 96.2% |
| Students with Disabilities | 7.7% |

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) | 22.80 | 73.74 | 107.40 | 76.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.00 | 2.13 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.10 | 7.06 | 8.10 | 5.81 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 1.10 | 0.84 | 12115.80 | 4.41 |
| Unknown | 5.90 | 19.13 | 21.10 | 14.99 | 18854.30 | 6.86 |
| Total Teaching Positions | 31.00 | 100.00 | 141.00 | 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) | 25.50 | 74.34 | 116.20 | 76.03 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.30 | 2.18 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.20 | 6.50 | 8.20 | 5.38 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 1.60 | 1.05 | 11953.10 | 4.28 |
| Unknown | 6.50 | 19.13 | 23.40 | 15.36 | 15831.90 | 5.67 |
| Total Teaching Positions | 34.30 | 100.00 | 152.90 | 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 | 2.10 | 2.20 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.10 | 2.20 |

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) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 7.2 | 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

Arvin Union School District held a Public Hearing on August 15, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided one set of standards-aligned textbooks to use at school and home as well as access to standards aligned material in core subjects. 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.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students have textbooks as verified by the August 2023 Williams Review.

Year and month in which the data were collected

August 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | 7-8 - Houghton Mifflin Collections, 2016 Houghton Mifflin, Intervention Read 180, 2017 | Yes | 0% |
| Mathematics | 7-8 Houghton Mifflin, Big Ideas Math, 2015 | Yes | 0% |
| Science | K-8 McMillian McGraw Hill, Inspire, 2020 | Yes | 0% |
| History-Social Science | 7-8 Teachers Curriculum Institute, History Alive! 2017 | Yes | 0% |

School Facility Conditions and Planned Improvements

Built in 1940, Haven Drive Middle School offers a safe and secure campus for students, staff, and visitors. Currently Haven Drive Middle School consists of 42 classrooms, a library, a multipurpose room/cafeteria, a staff room, staff professional development room, a student lounge, 2 locker rooms and a gym. Site administration works closely with the Lead Maintenance person and assigned custodial staff to ensure the campus is in optimal shape.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

The entire campus exterior was painted during the Summer of 2022, the main office was rebuilt and open for business in April 2017. A Solar Project on the Haven Drive campus was completed in March 2017 as well. A new shade structure to provide shade for students outside in a seating area with new tables/benches was installed Fall of 2022. Roofing updates continue in a rolled out schedule. Tetherballs and a basketball court were added/updated during early 2023.

Year and month of the most recent FIT report

08/07/23

| 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 | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| 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) | 36 | 36 | 27 | 27 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 14 | 15 | 15 | 17 | 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 | 647 | 644 | 99.54 | 0.46 | 35.71 |
| Female | 324 | 322 | 99.38 | 0.62 | 41.61 |
| Male | 323 | 322 | 99.69 | 0.31 | 29.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 621 | 618 | 99.52 | 0.48 | 36.08 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 11 | 100.00 | 0.00 | 36.36 |
| English Learners | 332 | 330 | 99.40 | 0.60 | 11.21 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 21 | 20 | 95.24 | 4.76 | 25.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 624 | 621 | 99.52 | 0.48 | 35.10 |
| Students Receiving Migrant Education Services | 97 | 95 | 97.94 | 2.06 | 30.53 |
| Students with Disabilities | 48 | 47 | 97.92 | 2.08 | 4.26 |

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 | 645 | 638 | 98.91 | 1.09 | 15.23 |
| Female | 323 | 321 | 99.38 | 0.62 | 14.64 |
| Male | 322 | 317 | 98.45 | 1.55 | 15.82 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 620 | 614 | 99.03 | 0.97 | 15.47 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 11 | 100.00 | 0.00 | 18.18 |
| English Learners | 331 | 327 | 98.79 | 1.21 | 2.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 21 | 20 | 95.24 | 4.76 | 15.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 622 | 615 | 98.87 | 1.13 | 14.98 |
| Students Receiving Migrant Education Services | 97 | 95 | 97.94 | 2.06 | 11.58 |
| Students with Disabilities | 48 | 47 | 97.92 | 2.08 | 0.00 |

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) | 17.80 | 11.91 | 14.62 | 10.13 | 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 | 321 | 320 | 99.69 | 0.31 | 11.88 |
| Female | 154 | 153 | 99.35 | 0.65 | 13.73 |
| Male | 167 | 167 | 100.00 | 0.00 | 10.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 302 | 301 | 99.67 | 0.33 | 11.30 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 157 | 156 | 99.36 | 0.64 | 0.64 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 309 | 308 | 99.68 | 0.32 | 10.71 |
| Students Receiving Migrant Education Services | 45 | 44 | 97.78 | 2.22 | 11.36 |
| Students with Disabilities | 27 | 26 | 96.30 | 3.70 | 0.00 |

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 7 | 99% | 99% | 99% | 99% | 99% |

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

The staff at Haven Drive is aware of the positive correlation between parent and community involvement and success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council and English Language Advisory Council (ELAC). Parents are also invited to contact their child's teachers via Parent Square or by phone call, participate in Parent Workshops and attend parent/teacher conferences, student performances or events including Coffee with the Principal, AVID and Academic Learning Nights. Lunch on the lawn along with Movie Nights are new events at Haven Drive for parents to come to campus and join their students as well. The Parent Center is lead by our Haven Drive Student Success Facilitators and Categorical Clerk which open daily and are available to help families support their child's education.

Parents or community members who wish to participate on leadership teams, school committees, or take part in school activities, are encouraged to make contact through the Haven Drive Middle School office. Our contact phone number is 661-854-6540 and please ask to speak with Magdalena Hernandez, Principal.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 672 | 667 | 169 | 25.3 |
| Female | 335 | 333 | 80 | 24.0 |
| Male | 337 | 334 | 89 | 26.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 2 | 100.0 |
| Asian | 2 | 2 | 0 | 0.0 |
| Black or African American | 11 | 10 | 8 | 80.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 641 | 637 | 152 | 23.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 1 | 100.0 |
| White | 14 | 14 | 5 | 35.7 |
| English Learners | 378 | 375 | 89 | 23.7 |
| Foster Youth | 5 | 5 | 1 | 20.0 |
| Homeless | 26 | 25 | 9 | 36.0 |
| Socioeconomically Disadvantaged | 649 | 644 | 167 | 25.9 |
| Students Receiving Migrant Education Services | 108 | 107 | 21 | 19.6 |
| Students with Disabilities | 55 | 55 | 17 | 30.9 |

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 | 3.60 | 3.13 | 0.10 | 0.84 | 0.80 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.13 | 0 |
| Female | 2.39 | 0 |
| Male | 3.86 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 9.09 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.96 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 7.14 | 0 |
| English Learners | 3.44 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 3.85 | 0 |
| Socioeconomically Disadvantaged | 3.08 | 0 |
| Students Receiving Migrant Education Services | 1.85 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

Haven Drive Middle School's Comprehensive School Site Safety Plan was revised by school administrators, staff representatives, and parents on November 29, 2023 and is pending board approval February 21, 2024, to ensure the protection of students, staff, school, and school property to establish a climate that is conducive to learning. All staff members and parents have access to the plan and an annual review of the school site safety policies is conducted. The plan was discussed with students in January 2024. Key elements of the safety plan include: developing consistency in behavior expectations (PBIS), site safety and maintenance, and disaster response training.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake and lock down drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations.

Students are supervised throughout the day by certificated and classified employees. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office, have their ID's checked through our district "RAPTOR" monitoring system, and receive a Haven Drive visitor badge that must be displayed at all times.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | 3 | 21 | |
| Mathematics | 24 | 9 | 18 | |
| Science | 27 | 3 | 25 | |
| Social Science | 26 | 6 | 20 | |

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 5 | 19 | |
| Mathematics | 23 | 11 | 16 | |
| Science | 25 | 6 | 22 | |
| Social Science | 23 | 11 | 16 | |

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 10 | 16 | 0 |
| Mathematics | 21 | 17 | 12 | 0 |
| Science | 25 | 11 | 19 | 0 |
| Social Science | 25 | 7 | 18 | 0 |

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) | 0.3 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| 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 | \$13,334.20 | \$3805.61 | \$9528.59 | \$78,285.41 |
| District | N/A | N/A | \$8418.06 | \$83,485 |
| Percent Difference - School Site and District | N/A | N/A | 12.4 | -6.4 |
| State | N/A | N/A | \$7,607 | \$88,288 |
| Percent Difference - School Site and State | N/A | N/A | 22.4 | -12.0 |

Fiscal Year 2022-23 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, on-going resources for the district. These resources provide basic necessary personnel at school sites and for district services. Maintenance set-asides support facility upkeep, transportation funds provide busses and drivers for many of the district's students outside the walking areas, and cafeteria funds provide Community Based Eligibility meals to all students. LCFF Supplemental and Concentration funds, which are provided above and beyond base funding and are prioritized to support equitable outcomes for all students, provide monies to address needs identified through a strategic planning process and allocated to meet targeted goals and metrics determined both by the site and locally. These funds allow the district and sites to focus on expanding staffing, provide professional development, improve instructional programs to support academic achievement, improve student attendance, train staff to support building respectful and positive relationships, expand intervention programs and wrap-around services for mental and physical health, and facilities improvement for school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library upgrades, intervention teachers and intervention computer programs, classified student success staff, elementary PE teachers, nurses, social workers, district teachers on special assignment, field trips, and professional development. These funds are in addition to federal funds including Title 1 funds with set-asides for Extended Learning and Parent Involvement.

Parent Involvement allocations from various funding sources allow us to continually build our outreach and training services for parents. District and site based intervention programs and support staff are funded out of Title I. Title II supports one additional teacher at each elementary site for class size reduction and Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Title IV funds have supported technology and professional development, campus supervisors, and a focus on safety. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program and Speech services. Increased grant funds for programs outside regular school hours including Expanded Learning Opportunity, ASES and 21st Century allow the district to serve an increased number of students in continuing and new extra hours programs. State preschool funds provide both AM and PM classes at two sites to support student readiness for school.

In addition to the funding sources listed above, significant funding has been received to mitigate the effects of COVID and interrupted learning. The short-term budget for the Arvin Union School District has almost doubled with the influx of ESSER, Expanded Learning Opportunity, American Rescue Plan, In-Person Instruction Funds, and COVID Response Funds. These funds supported significant infrastructure upgrades, additional days of instruction and professional development, materials, and the hire of additional personnel to support safety, social-emotional support, technology impacts, and instruction. Technology including ensuring 2 to 1 Chromebooks at the elementary level and 1 to 1 Chromebooks at the middle school and augmenting resources at the school site was a priority. In addition, structures and safety materials to support social distancing and promote COVID prevention have been and will continue to be funded as needed.

Additional state and local funding including P3CC, Community Schools Planning Grant, and First 5 support grant specific actions throughout the district and this site.

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 | \$54,292 | \$54,046 |
| Mid-Range Teacher Salary | \$82,492 | \$84,515 |
| Highest Teacher Salary | \$105,306 | \$110,867 |
| Average Principal Salary (Elementary) | \$129,566 | \$136,841 |
| Average Principal Salary (Middle) | \$139,954 | \$141,477 |
| Average Principal Salary (High) | \$0 | \$137,985 |
| Superintendent Salary | \$165,268 | \$217,473 |
| Percent of Budget for Teacher Salaries | 26.05% | 32.43% |
| Percent of Budget for Administrative Salaries | 4.18% | 5.62% |

Professional Development

2021-2022 Professional Development: District-wide training supported building awareness of frameworks and standards as well as modeling and supporting instruction in Math and Mathematical Practices, Designated and Integrated ELD, and Science instruction. Mandatory policies and safety/clearing training included use of Personal Protective Equipment/safety measures and cleaning routines. Teachers on Special Assignment supported classroom management, AVID, integrating technology, new teacher training, and standards-based instruction. Four professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation. One day is dedicated each year to Dual Immersion and Special Education training in conjunction with new teacher training dates.

2022-2023 Professional Development: The district School Board has developed an equity statement which significantly focuses our foundational work on the development and implementation of Multi-Tiered supports. Topics are further developed through survey results, data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices. Professional development is supported by peer to peer collaboration, site academic coach and/or administration support, district personnel including Directors and Teachers on Special Assignment, as well as external sources such as consultants. Mandatory policies were reviewed with the inclusion of Get Safety Trained Sexual Harassment/Child Support Prevention Training/Bloodborne Pathogen, Injury and Illness Prevention/Pesticide Training and Homeless/Foster program requirements. These were all provided in a virtual learning format. District-wide instructional support continued the previous year's focus on Math and Mathematical Practices, English Language Development, and behavior/Social emotional learning foundations. Teachers on Special Assignment supported classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. Five professional development days were scheduled at the beginning of the year with an additional 3 days scheduled mid-year for instructional staff. In addition, three days were added for staff new to the district to ensure knowledge of district structures and expectations for implementation of district wide strategy implementation in combination with Dual Immersion and Special Education training.

2023-2024 Professional Development: District-wide annual training included mandatory policies, procedures, and safety through Get Safety Trained- Sexual Harassment; Child Abuse Prevention; Bloodborne Pathogen Awareness & Prevention; Injury and Illness Prevention; Pesticide Awareness; and Homeless/Foster Program Training from the district's Director of Support Services McKinney-Vento and Foster Youth Liaison to ensure state and federal program requirements. Further, Dual Immersion and Special Education training was also provided to staff as pertinent. Strengthening efforts that support the board of trustees' equity statement, staff received training on Restorative Practices including PBIS and RULER as well as training on Social Emotional Behavior to provide a foundation for Multi-Tiered Systems of supports as a refined referral process was initiated this year during part of the five professional development days scheduled at the beginning of the year including aligning of diagnostically determined interventions for Tier 2 and Tier 3 social, emotional, behavioral, and academic needs. Tiered and targeted professional development is being tailored and implemented to address areas of need as identified from

Professional Development

surveys, district walkthroughs, and outcomes from the Continuous Improvement Process (CIP) and root cause analyses focusing on the promotion of effective Tier I instruction district wide. Teachers on Special Assignment support classroom discipline, AVID, integrating technology, new teacher training, and standards based instruction. An intentional focus on Professional Learning Teams throughout the school year and an ongoing math alignment project spanning the past 3 years continues. District walkthroughs with 4 P feedback (provide evidence, praise, pose, propose) continues to guide short term site based professional development in regard to math and English Language Development Instruction.

Instructional staff will have 2 days scheduled mid-year for training. Day 1 to encompass the 7 Stages of Collaboration deepening our Professional Learning Teams (PLTs) as well as a deep data dive guiding instruction using formative assessments. Day 2 to support the district move to Google including technological logistics, dig into our Math Alignment Tool, Math formative assessments, Writing- essential characteristics/goal setting, Narcan Training, and Social Emotional Behavior (SEB) next-steps. Site administrator coaching from Performance Education Partnership to promote site leadership skills leading to implementation of Professional Learning Teams and guiding conversations for clearly scheduled formative assessments designed to inform classroom instruction for "what do students need to know", "how do we know if students know it", "what do we do if they master content", and "what do we do if they don't". Two days of training for school site and district teams from Dr. Luis Cruz from Solution Tree utilizing "Learning by Doing" to promote Professional Learning Community implementation and foster effective Tier I instruction district wide.

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 | 10 | 11 | 10 |