

Haven Drive Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	7-8
County-District-School (CDS) Code	15-63313-6008817

2024-25 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

2024-25 School Description and Mission Statement

Located in the sunny heart of the San Joaquin Valley, Haven Drive Middle School is part of the vibrant Arvin Union School District. We're committed to inspiring and empowering our students to reach their full potential, both academically and socially.

At Haven Drive, we believe in providing a well-rounded education that prepares students for future success. Our diverse range of offerings include:

Academic Excellence: Rigorous coursework in core subjects, including math, science, English language arts, and social

2024-25 School Description and Mission Statement

studies.

Enrichment Opportunities: Exciting electives like Spanish Literature, AVID, and Project Lead the Way.

Creative Outlets: Engaging activities in band, art, and yearbook club.

Athletic Programs: Seasonal sports to promote a healthy lifestyle and teamwork.

Technology Integration: One-to-one Chromebook initiative and innovative digital tools to enhance learning.

Student Support Services: After-school programs, summer school, and intervention after school classes to ensure every student's needs are met.

Community Partnerships: Collaborations with local organizations to provide additional resources and opportunities.

Our dedicated teachers work to create a positive and supportive learning environment. Through professional development and data-driven instruction, we strive to:

Personalize Learning: Tailor instruction to meet the individual needs of each student.

Foster Critical Thinking: Encourage students to think critically, solve problems, and innovate.

Promote Global Citizenship: Cultivate empathy, respect, discipline, and a sense of responsibility.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	344
Grade 8	321
Total Enrollment	665

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	0.2
Asian	0.3
Black or African American	0.6
Filipino	0.2
Hispanic or Latino	95.9
Two or More Races	0.2
White	2
English Learners	54.4
Foster Youth	0.8
Homeless	2.7
Migrant	15
Socioeconomically Disadvantaged	95
Students with Disabilities	9.6

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	21.40	62.26	125.70	79.31	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	6.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.40	18.58	14.40	9.09	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.18	11746.90	4.23
Unknown/Incomplete/NA	6.50	19.13	7.50	4.79	14303.80	5.15
Total Teaching Positions	34.40	100.00	158.50	100.00	277698	100

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	2022-23
Permits and Waivers	2.10	2.20	6.4
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.10	2.20	6.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	7.20	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 20, 2024, 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 given their own individual standards-aligned textbooks/instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. When new adoption cycles indicate a timeline for selection, the process involves teachers, administrators, district support personnel, and parents. 100% of students were provided textbooks as evidenced by the most recent August 2024 Self- Review.

Year and month in which the data were collected	August 2024
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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 Benchmark Steps to Advance 2024 (Intensive support)	Yes	0%
Mathematics	7-8 Houghton Mifflin, Big Ideas Math, 2018	Yes	0%
Science	K-8 McMillian McGraw Hill, Inspire, 2019	Yes	0%
History-Social Science	7-8 Teachers Curriculum Institute, History Alive! 2018	Yes	0%

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

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. The sidewalk cement near the main field was redone during the summer of 2024, along with many aesthetic improvement areas of campus in the hallways and the quad.

Year and month of the most recent FIT report

08/05/24

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	39	27	28	46	47
Mathematics (grades 3-8 and 11)	15	20	17	20	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	652	651	99.85	0.15	38.71
Female	340	340	100.00	0.00	45.00
Male	312	311	99.68	0.32	31.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	632	631	99.84	0.16	39.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	28.57
English Learners	325	324	99.69	0.31	12.35
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	29.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	621	621	100.00	0.00	38.00
Students Receiving Migrant Education Services	96	96	100.00	0.00	32.29
Students with Disabilities	64	64	100.00	0.00	3.13

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	653	653	100.00	0.00	20.37
Female	341	341	100.00	0.00	21.11
Male	312	312	100.00	0.00	19.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	633	633	100.00	0.00	20.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	21.43
English Learners	326	326	100.00	0.00	6.13
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	11.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	622	622	100.00	0.00	19.94
Students Receiving Migrant Education Services	96	96	100.00	0.00	18.75
Students with Disabilities	64	64	100.00	0.00	3.13

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	11.91	18.01	10.13	15.71	30.29	30.73

2023-24 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	323	323	100.00	0.00	17.96
Female	169	169	100.00	0.00	15.38
Male	154	154	100.00	0.00	20.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	316	316	100.00	0.00	17.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	153	153	100.00	0.00	1.31
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	307	100.00	0.00	18.24
Students Receiving Migrant Education Services	49	49	100.00	0.00	12.24
Students with Disabilities	19	19	100.00	0.00	5.26

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.

2023-24 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 requires only participation results 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.

2024-25 Opportunities for Parental Involvement

At Haven Drive Middle School, we firmly believe in the power of parent and community engagement in fostering student success. By collaborating with parents, teachers, and community members, we can create a nurturing learning environment that empowers our students to reach their full potential.

Opportunities for Parent and Community Involvement include formal committees: School Site Council (SSC) and English Language Advisory Council (ELAC). Parents are also able to stay connected with teachers and school personnel by phone call, social media and Parent Square. These platforms are used to share information to parents as well as provide updates and invitations.

We invite parents and community members to join us in various events, programs, and teacher communication opportunities that include Coffee with the Principal, AVID, Academic Learning Nights, teacher-parent conferences and after school showcase nights.

Our Parent Center, led by our Student Success Facilitators and Categorical Clerk, is also available for parent so they may receive support with technology, school programs, and ways to help their child succeed. Our Student Success Facilitators also offer multiple opportunities for parents to participate in learning sessions that take place in the morning or afternoon.

Haven Drive Middle School is proud to be a part of the Community Schools and Community Engagement Initiative. This innovative approach transforms schools into vibrant community hubs, offering a wide range of services and opportunities beyond traditional academics. Our dedicated team is working diligently to brainstorm innovative ideas and strategies to enhance parent engagement and provide comprehensive support for our families. We encourage all parents and community members to actively participate in our school community.

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	684	121	17.7
Female	363	360	67	18.6
Male	328	324	54	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	665	661	114	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	13	2	15.4
English Learners	377	375	62	16.5
Foster Youth	--	--	--	--
Homeless	23	22	7	31.8
Socioeconomically Disadvantaged	658	651	118	18.1
Students Receiving Migrant Education Services	113	111	17	15.3
Students with Disabilities	71	71	20	28.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.6	3.13	2.03	0.84	0.8	0.45	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.14	0	0	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.03	0.14
Female	0.83	0.00
Male	3.35	0.30
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	6.67
English Learners	2.39	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	1.98	0.15
Students Receiving Migrant Education Services	1.77	0.00
Students with Disabilities	2.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Haven Drive Middle School's Comprehensive School Site Safety Plan was revised by school administrators, staff representatives, and parents on November 17, 2023 and was board approved February 20, 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

2024-25 School Safety Plan

have access to the 2024 plan and an annual review of the school site safety policies is conducted. The plan is to be discussed with students in January 2025. 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.

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	
Mathematics	21	17	12	
Science	25	11	19	
Social Science	25	7	18	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	34	24	
Mathematics	21	24	7	
Science	22	19	16	
Social Science	23	13	15	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.75
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,397.23	\$3113.92	\$11,283.30	\$81,075.76
District	N/A	N/A	\$9,576.33	\$88,462.65
Percent Difference - School Site and District	N/A	N/A	16.4	-8.7
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	4.6	-14.9

Fiscal Year 2023-24 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 majority of these funds have been expended as of the end of year 2023-2024.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,636	\$57,839
Mid-Range Teacher Salary	\$89,091	\$90,040
Highest Teacher Salary	\$113,731	\$118,647
Average Principal Salary (Elementary)	\$131,753	\$144,639
Average Principal Salary (Middle)	\$141,702	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$168,997	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 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 had 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

Professional Development

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.

2024-2025 Professional Development: The district's 2024-2025 professional development ensured compliance with state and federal standards and was geared to promote equity, and enhance instructional effectiveness across multiple areas. All staff received mandatory training on essential policies, safety protocols through the Get Safety Trained-Sexual Harassment, Child Abuse Prevention, Bloodborne Pathogen Awareness, Injury and Illness Prevention, and Pesticide Awareness. Additionally, targeted Homeless/Foster Program Training was provided by the district's Director of Support Services for McKinney-Vento/Foster Youth Liaison to meet state and federal requirements for supporting homeless and foster youth. In compliance with OSHA and California Senate Bill 553, the district also provided Workplace Violence Prevention training for all staff. In alignment with the board of trustees' equity statement, staff refresher training on Restorative Practices, including PBIS and RULER frameworks, provided a foundation for Multi-Tiered Systems of Support (MTSS) and affirmed a streamlined referral process to address Tier 2 and Tier 3 social, emotional, behavioral, and academic needs. As an outcome of student data, staff surveys, and district walkthroughs as well as to support diverse learning needs, tailored professional development focused on Dual Immersion, Special Education, Mathematics, Writing, and English Language Development (ELD) was also provided. Further, Saturday professional development days were offered to expand in the areas of Mathematics, Writing, ELD, and to set a foundation for our district's Community Schools initiative. Teachers on Special Assignment (TOSAs) played a key role, offering guidance in classroom management, AVID strategies, technology integration, new teacher support, and standards-based instruction. Professional Learning Team (PLTs) have been instrumental in fostering grade level collaboration and targeted instruction to address both academic remediation as well as enrichment. A multi-year math alignment project continues to ensure instructional consistency and builds upon three previous years work. District walkthroughs using the "4 P" feedback model (Provide evidence, Praise, Pose, Propose) support ongoing, site-based professional development, specifically targeting Mathematics, ELD, and as a newly added focus this school year, Advancement Via Individual Determination (AVID).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	11	10	10