

Haven Drive Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

Haven Drive Middle School, located within the dynamic Arvin Union School District in the San Joaquin Valley, is committed to delivering a well-rounded, rigorous education that prepares students for high school and beyond.

Our foundational pillars of excellence include:

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

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

2025-26 School Description and Mission Statement

Creative Outlets: Engaging activities in band, art, drama, 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.

At the heart of our school is a team of dedicated teachers who build supportive relationships with every student. We continually refine our teaching through professional development and use student performance data to ensure we:

Personalize Learning: Adjust our teaching approach to personalize learning, ensuring instruction truly meets the individual needs and learning style of each student.
Foster Critical Thinking: Provide opportunities for students to think critically, analyze information, and confidently innovate to solve real-world problems.
Promote Global Citizenship: Teach and model the values of empathy, respect, and responsibility, helping students become caring and disciplined global citizens.

At Haven Drive, we live the Arvin Union School District's mission: "Every child learning every day, no matter what it takes." This means we employ every resource available to ensure each student's needs are met. Our commitment is to their long-term success, actively preparing them not just for the next grade, but for a successful journey through high school, college, and every step of their future.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	290
Grade 8	322
Total Enrollment	612

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
Black or African American	0.7
Filipino	0.2
Hispanic or Latino	97.2
Two or More Races	0.2
White	1.8
English Learners	56.9
Foster Youth	0.7
Homeless	3.9
Migrant	13.6
Socioeconomically Disadvantaged	94.6
Students with Disabilities	10

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.

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)	25.5	74.34	116.2	76.03	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.3	2.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	6.5	8.2	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.6	1.05	11953.1	4.28
Unknown/Incomplete/NA	6.5	19.13	23.4	15.36	15831.9	5.67
Total Teaching Positions	34.3	100	152.9	100	279044.8	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.

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)	21.4	62.26	125.7	79.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.5	6.62	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.4	18.58	14.4	9.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.2	0.18	11746.9	4.23
Unknown/Incomplete/NA	6.5	19.13	7.5	4.79	14303.8	5.15
Total Teaching Positions	34.4	100	158.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.4	49.85	124.4	74.95	230039.4	100
Intern Credential Holders Properly Assigned	2	5.41	6.5	3.92	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.3	11.72	17.3	10.44	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.71	2	1.23	12112.8	4.34
Unknown/Incomplete/NA	11.1	30.28	15.6	9.45	13705.8	4.91
Total Teaching Positions	36.9	100	166	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.20	6.4	4.3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	6.4	4.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Arvin Union School District held a Public Hearing on August 19, 2025, 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 which most recently included updating the elementary Benchmark Language Arts program for Reading and Language Arts to begin utilization for the 2025-2026 school year. The selection process for new math curriculum has begun with adoption expected for the 2026-2027 school year. 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 2025 Self- Review.

Year and month in which the data were collected

August 14, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7-8 - Houghton Mifflin Collections, 2016 Benchmark Steps to Advance 2024 (Intensive support)	0%
Mathematics	7-8 Houghton Mifflin, Big Ideas Math, 2018	0%
Science	K-8 McMillian McGraw Hill, Inspire, 2019	0%
History-Social Science	7-8 Teachers Curriculum Institute, History Alive! 2018	0%

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

School Facility Conditions and Planned Improvements

Built in 1945, 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, 1 locker room, weight room and a gym. Site administration works closely with the Lead Maintenance person and assigned custodial staff to ensure the campus is in optimal shape.

School Facility Conditions and Planned Improvements

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

06/05/25

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	37	28	30	47	48
Mathematics (grades 3-8 and 11)	20	20	20	22	35	37

2024-25 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	609	608	99.84	0.16	37.17
Female	316	316	100.00	0.00	47.15
Male	293	292	99.66	0.34	26.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	587	586	99.83	0.17	37.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	35.29
English Learners	275	275	100.00	0.00	11.64
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	28.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	578	577	99.83	0.17	36.74
Students Receiving Migrant Education Services	80	80	100.00	0.00	25.00
Students with Disabilities	60	60	100.00	0.00	3.33

2024-25 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	610	610	100.00	0.00	20.00
Female	316	316	100.00	0.00	19.94
Male	294	294	100.00	0.00	20.07
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	588	588	100.00	0.00	20.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	17.65
English Learners	276	276	100.00	0.00	5.43
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	12.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	579	579	100.00	0.00	19.52
Students Receiving Migrant Education Services	81	81	100.00	0.00	25.93
Students with Disabilities	60	60	100.00	0.00	3.33

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.01	16.77	15.71	18.05	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	317	100.00	0.00	17.03
Female	168	168	100.00	0.00	14.29
Male	149	149	100.00	0.00	20.13
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	307	307	100.00	0.00	17.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	116	116	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	296	100.00	0.00	15.88
Students Receiving Migrant Education Services	41	41	100.00	0.00	12.20
Students with Disabilities	32	32	100.00	0.00	3.13

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	NA	NA	NA	NA	NA
Grade 7	99.7	99.3	99.3	99.3	99.3
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 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. partnerships that influence student success.

Our Parent Center, led by our Student Success Facilitators, is also available for parents 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 committed to the innovative Community School model, which transforms our campus into a vibrant hub offering broad services and opportunities. This effort is grounded in four key pillars: Collaborative Leadership, Active Family and Community Engagement, Integrated Student Supports, and Expanded Learning. We are currently in our second year of the Community Engagement Initiative (CEI). Our dedicated team, in collaboration with the wider CEI group (families, community members, school, and district staff), is working diligently to foster authentic school-community partnerships for student success.

Key activities include:Developing equitable and culturally responsive engagement practices through networking with other cohorts and Brainstorming innovative ideas to enhance parent engagement and provide comprehensive family support. We

2025-26 Opportunities for Parental Involvement

encourage all parents and community members to get actively involved and 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	636	96	15.1
Female	335	327	44	13.5
Male	315	309	52	16.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	624	613	93	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	17	3	17.6
English Learners	372	365	55	15.1
Foster Youth	--	--	--	--
Homeless	42	38	9	23.7
Socioeconomically Disadvantaged	616	604	93	15.4
Students Receiving Migrant Education Services	99	97	12	12.4
Students with Disabilities	66	65	17	26.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.13	2.03	1.23	0.8	0.45	0.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.14	0	0	0.03	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.60	0.00
Male	1.90	0.00
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	1.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.34	0.00
Foster Youth	0.00	0.00
Homeless	2.38	0.00
Socioeconomically Disadvantaged	1.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.06	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.

2025-26 School Safety Plan

Haven Drive Middle School's Comprehensive School Site Safety Plan was revised by school administrators, staff representatives, and parents on January 29, 2025, was approved February 25, 2025, and board approved on March 11, 2025 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 2025 plan and an annual review of the school site safety policies is conducted. The plan was discussed with students in January. 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 "VERKADA" monitoring system, and receive a Haven Drive visitor badge that must be displayed at all times.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	36	18	
Mathematics	21	21	8	
Science	23	13	17	
Social Science	24	8	17	

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$21,482.37	\$7,134.28	\$14,348.08	\$90,225.25
District	N/A	N/A	\$12,905.38	\$89,557.39
Percent Difference - School Site and District	N/A	N/A	10.6	0.7
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	25.1	-10.4

Fiscal Year 2024-25 Types of Services Funded

Local Control Funding Formula (LCFF) funds provide stable, ongoing resources for the district. These resources support the personnel, programs, and services necessary for effective school operations. Maintenance set-asides ensure facility upkeep, while transportation funds provide buses and drivers for many of the district's students who live outside designated walking areas. 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 resources to address needs identified through a strategic planning process guided by educational partner input and allocated to meet targeted goals and metrics. These funds allow the district and school sites to expand staffing, provide professional development, strengthen instructional programs to support academic achievement, improve student attendance, build stronger and more positive relationships, expand intervention programs and wrap-around services for mental and physical health, and make needed facility improvements. Funds specifically targeted to school sites have supported extended learning sessions, library upgrades, intervention teachers and programs, classified student success staff, elementary PE teachers, nurses, social workers, district Teachers on Special Assignment (TOSAs), field trips, and professional development. Additionally, fine arts funding has expanded to provide staff and materials for elementary music and art programs.

Parent Involvement allocations from various funding sources allow the district to continually strengthen outreach and training services for families. This work has been particularly enhanced through Community Schools Implementation Grant funding. Community Schools funds supplement core personnel and services by enhancing access to integrated supports that meet the academic, health, and social-emotional needs of students and families. In combination with LEA-BOP and SMAA fund reimbursements, these funds help sustain services that promote wellness and mental health, ensuring that every child and family has access to the supports necessary for success in school and beyond. Haven Drive is our only district site participating in the Community Engagement Initiative focused on increasing engagement and outreach.

District and site-based intervention programs and support staff are funded through Title I, which includes set-asides for Extended Learning and Parent Involvement. Title II supports one additional teacher at each elementary site for class size reduction, while Title III provides instructional aides, staff, and professional development for English Learner programs. Title IV funds have supported technology integration, professional development, campus supervision, and safety initiatives. Special Education funds, supplemented with general funds, provide specialized services and transportation for students with special needs, including Special Day Classes, Resource Specialist Programs, and Speech services. Increased grant funds for programs outside regular school hours—including ASES, and 21st Century grants—allow the district to serve more students through extended day and enrichment programs.

Additional targeted grant funding supports ongoing improvement in instruction and student learning. Professional Development Grant funds provide opportunities for teachers to deepen their expertise in math and language arts instruction, supporting both content knowledge and pedagogical growth. The Learning Recovery Emergency Block Grant (LREBG) and Educator Effectiveness funding offer critical one-time resources to accelerate learning recovery, expand intervention services, and enhance student engagement following pandemic-related disruptions. Lottery funds continue to support instructional materials acquisition and a small number of personnel who provide essential services to the site.

Through the thoughtful alignment of state, federal, and local resources, the district and school site ensure that every funding

Fiscal Year 2024-25 Types of Services Funded

source—whether ongoing or one-time—directly supports student learning, wellness, and opportunity. These combined efforts reflect the district’s commitment to continuous improvement, equity, and collaboration, ensuring that every child learns every day, no matter what it takes.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,235	\$61,516
Mid-Range Teacher Salary	\$90,003	\$95,479
Highest Teacher Salary	\$115,143	\$125,208
Average Principal Salary (Elementary)	\$136,682	\$152,668
Average Principal Salary (Middle)	\$142,183	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$184,511	\$242,781
Percent of Budget for Teacher Salaries	26.6%	29.76%
Percent of Budget for Administrative Salaries	4.35%	5.74%

Professional Development

The district provides ongoing professional development designed to ensure that all staff are equipped to meet state standards, implement effective instructional practices, and maintain a safe and equitable learning environment. Each year, all employees participate in required trainings covering state and federal compliance topics such as Sexual Harassment, Child Abuse Prevention, Injury and Illness Prevention, Pesticide Awareness, and Workplace Violence Prevention, along with McKinney-Vento and Foster Youth program requirements. Annual refreshers in Restorative Practices, PBIS, RULER, and Social-Emotional Behavior supports reinforce Multi-Tiered Systems of Support (MTSS) and promote positive, inclusive school climates. District walkthroughs using the 4P feedback model (Provide, Praise, Pose, Propose) and ongoing leadership coaching occur annually to guide instructional improvement, inform site-based professional learning, and strengthen the implementation of effective Tier I instruction across all classrooms. Afterschool staff also participate in annual trainings focused on STEM enrichment and content aligned to each year’s district priorities. PRISM training was implemented in 2025-2026 to meet state requirements.

In 2023–2024, professional learning emphasized collaboration, data-driven decision-making, and high-quality instruction. Staff participated in training on the 7 Stages of Collaboration, formative assessment practices, and math alignment to improve instructional coherence. Site and district leaders engaged in targeted training through Solution Tree and Performance Education Partnership to enhance Professional Learning Communities (PLCs) and build instructional leadership capacity.

In 2024–2025, professional development expanded to include targeted sessions in Mathematics, Writing, Dual Immersion, Special Education, and English Language Development (ELD), along with Saturday sessions supporting Community Schools implementation. Teachers on Special Assignment (TOSAs) provided coaching in classroom management, AVID strategies, technology integration, and standards-based instruction. Professional Learning Teams (PLTs) continued to guide collaboration and alignment across grade levels. A districtwide focus on targeted intervention programs supported literacy development, and Parent Teacher Home Visit (PTHV) training was launched to strengthen home-school partnerships.

For 2025–2026, districtwide professional learning continues to focus on instructional coherence and innovation. Specifically, foundational reading skills—which were identified in 2024–2025 as an area requiring significant attention—remain a key focus

Professional Development

area. Training emphasizes The 5 Practices in Practice across subject areas, mathematical problem solving and rigor, and ensuring that ELD instruction remains distinct from ELA by emphasizing authentic language development. Staff development also includes writing conventions and curriculum alignment, early literacy through the new K–2 Literacy Screener, implementation of the Compass Social-Emotional Learning (SEL) curriculum, a strengthened focus on utilization of assessment data and Special Education Tier 3 service models to meet individual student needs. Science has also become a key focus area as the district continues to address outcomes measured by the state Dashboard. Artificial Intelligence (AI) integration has been introduced districtwide to enhance instructional tools and student engagement. The district also continues its Parent Teacher Home Visit (PTHV) initiative, reinforcing family engagement as a vital component of student success.

Through these ongoing and evolving professional development efforts, the district continues to strengthen instructional practices, promote collaboration, and ensure that every educator is supported in fulfilling the district’s mission of “Every Child Learning, Every Day, No Matter What It Takes.”

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	9

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d) (1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(l), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

Below are suggested methods for evaluating various systems and areas:

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, surfaces, and individual rooms appear to have been

- b. An area should appear to be clean with minimal dirt, dust, or buildup. Floors and carpets should appear to have been swept or cleaned within the last week. Light fixtures and all bulbs are working properly. Facilities area adequately stocked and odor free. (OK)
- c. An area marked as "Deficiency" would appear to not have been cleaned in the last two weeks and carpet may look dull, matted, or stained. Corners of the room may have a recognizable amount of dirt or grime buildup. Floors do not appear to have been swept or vacuumed in two weeks. Some light fixtures are dirty and fewer than five percent of the bulbs have burned out. Daily trash has not been taken out. (D)
- d. An area marked as having an "Extreme Deficiency" would appear to be dirty, dingy, or scuffed with an evident buildup of dust, dirt, stains, or trash. Floors have not been swept or vacuumed in over two weeks. Light fixtures are dirty and more than five percent of the bulbs have burned out. There is trash overflow and the area being evaluated has a foul odor. (X)
- e. Area(s) evaluated is free of unabated graffiti.
- f. Other

Part IIb (Optional) - The Cleanliness Detail worksheet may be used to evaluate the Overall Cleanliness of each area. Based on Part IIb, use the following to complete Part IIa:

The district may choose how to report maintenance and custodial staff. The district may report staffing at the site or district level. Staffing may be based on assigned staff or represented as Full-Time Equivalent increments.

- a. If 75.0 percent or more of the review is "Yes", the area should be rated clean (OK).
- b. If 50 - 74.9 percent of the review is "Yes", the area should be rated "Deficient (D)".
- c. If 49.9 percent or less of the review is "Yes", the area should be rated Extreme Deficiency (X)

- 1. Floors swept, vacuumed, and/or mopped. Free of spots stains, and build up.
- 2. Walls and Doors free of spots and grime.
- 3. Desk and Counters clean.
- 4. Furniture dusted and clean.
- 5. Baseboards and window sills dusted and clean.
- 6. Light fixtures clean.
- 7. Sink clean and drains working properly.
- 8. Trash cans are empty and clean. The ground is free of trash. Floors and furniture are free of gum and/or other food residue.
- 9. Windows are free from damage, clean, and in working condition.
- 10. Water fountains, including handles/buttons, are clean and in working condition.
- 11. Toilets and bathroom sinks are clean and in working condition.
- 12. Mirrors and Hand Dryers are clean, intact, and in working condition.
- 13. Bathroom supplies are stocked and in working condition.
- 14. Area is free of graffiti.
- 15. Landscaping - Maintained sufficiently to not hinder student and staff.

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.

cleaned regularly. Examples include but are not limited to the following:

- a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL

SCHOOL FACILITY CONDITIONS EVALUATION

(REV 04/22)

STATE ALLOCATION BOARD

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 4 of 7

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)

b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.

c. Other

- 3. *Lighting appears to be adequate and working properly, including exterior lights.*

Examples include but are not limited to the following:

a. Lighting appears to be adequate.

b. Lighting is not flickering.

c. There is no unusual hum or noise from the light fixtures.

d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:

a. Restrooms are maintained and cleaned regularly.

b. Restrooms are fully operational.

c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels.

d. Restrooms are open during school hours.

e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended.

Examples include but are not limited to the following:

a. Drinking fountains are accessible.

b. Water pressure is adequate.

c. A leak is not evident.

d. There is no moss, mold, or excessive staining on the fixtures.

e. The water is clear and without unusual taste or odor.

f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly.

Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)

b. Emergency alarms appear to be functional. (X)

c. Emergency exit signs function as designed, exits are unobstructed. (X)

c. Rodent droppings or insect skins are not evident.

d. Odor caused by a pest or vermin infestation is not evident.

e. There are no live rodents observed.

f. Other

c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.

d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.

e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)

b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)

c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)

d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)

e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.

b. Roofs, gutters, roof drains, and down spouts are intact.

c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.

b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.

c. Seating, tables, and equipment are functional and free of significant cracks.

d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.

e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)

b. Exterior doors and gates are functioning and do not pose a security risk. (X)

c. Windows are intact and free of cracks.

d. Windows are functional and open, close, and lock as designed, unless there is

- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.

- a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

PART IIa: EVALUATION DETAIL

Date of Inspection: 06/05/25

School Name: HAVEN DRIVE MIDDLE SCHOOL- ARVIN UNION

Building / Area Name	Estimated Square Footage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Classrooms E1-E14		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Restrooms near E1, E14		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Classrooms-Portables E15-E30		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Restrooms near E15		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Classrooms W1-W12		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Restrooms near W1, W3, W8		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Grounds		OK	NA	OK	NA	OK	OK	NA	NA	NA	NA	NA	OK	NA	NA	NA
		COMMENTS:	All Good-Clear													
Cafeteria		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
Gym/ Locker Rooms		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
		COMMENTS:	All Good-Clear													
Office		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK
		COMMENTS:	All Good-Clear													
District's Plan to Address:																
Deficiencies Noted in Prior Year?																

Marks: OK = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable

Use additional Area Lines as necessary.

School Name _____

NUMBER OF CUSTODIAL STAFF ASSIGNED TO SITE:

1

[illegible]

Use additional Area Lines as necessary.

When completing Part III of the FIT, the Inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific area:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: ARVIN UNION SCHOOL DISTRICT		COUNTY: KERN	
SCHOOL SITE: HAVEN DRIVE MIDDLE SCHOOL		SCHOOL TYPE (GRADE LEVELS): 7th-8th	NUMBER OF CLASSROOMS ON SITE: 37
INSPECTOR'S NAME:		NUMBER OF RESTROOMS ON SITE: 16	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
INSPECTOR'S TITLE: Site Lead Custodian, Vice Principal		DATE OF INSPECTION:	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):		SITE ENROLLMENT:	
TOTAL ESTIMATED SITE SQUARE FOOTAGE (ACRES):		WEATHER CONDITION AT TIME OF INSPECTION:	
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE:			

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	ACROSTIC			INTERIOR			ELECTRICAL			PLUMBING			STRUCTURAL		
		RAILROADS	MACHINERY	SEWER	INTERIOR SERVICES	MECHANICAL	PLUMBING	ELECTRICAL	PLUMBING	PLUMBING	PLUMBING	PLUMBING	PLUMBING	STRUCTURAL	STRUCTURAL	STRUCTURAL
10	Number of CM's	10	9	10	10	10	10	9	8	9	9	9	9	10	9	9
	Number of CM's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of CM's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of CM's	0	1	0	1	0	0	1	2	1	1	1	0	1	9	1
Percent of System in Good Repair (Number of CM's divided by Total Areas - CM's)																
Total Percent per Category (Average of above)		100.00%			100.00%			100.00%			100.00%			100.00%		
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 50%-74.99%		GOOD			GOOD			GOOD			GOOD			GOOD		

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 7 CATEGORIES ABOVE

SCHOOL RATING:

EXEMPLARY

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-99.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
50%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

Mr. Gracia and Mr. Gonzalez did a campus walkthrough the beginning of June. Mr. Gracia and Mr. Gonzalez will have a follow up walkthrough mid July.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize t