

Haven Drive Middle School

341 Haven Drive • Arvin CA, 93203 • (661) 854-6540 • Grades 7-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Arvin Union School District

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District Governing Board

Geri Rivera, President
Toni Pichardo
Ruth Pichardo Harris
Monica Franetovich
Anabel Rubio

District Administration

Dr. Michelle McLean
Superintendent
Georgia Rhett
Assistant Superintendent

School Description

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly small town atmosphere. Established in 1945, Haven Drive Middle School is one of four schools in the Arvin Union School District.

The following learning opportunities for all students include, but are not limited to:

- GATE enrichment classes and activities
- Spanish elective class
- AVID elective classes
- Marching Band
- Art
- Seasonal Sports
- Percussion Band
- Arvin Advantage After-school Program
- Weekend and After-school Programs
- Summer School
- Parent education classes
- English Language Development Curriculum (for English Learners)

In addition to high academic standards, the use of educational technology to support curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector and a SMART board and/or white board in the classroom. The combination of teaching the academic curriculum while embedding technological enhancements to the lessons provides more effective teaching and learning. There are four computer labs available for 7th grade student use on campus, as well as mobile labs for our 8th grade students. The goal is to have one-to-one student computers soon.

Teachers meet every week during "Collaboration" meetings during which teachers focus on the continued academic growth of all students utilizing in-depth data analysis, creation of Common Formative Assessments and monitoring of Smart Goals.

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 student's needs are met to the best of our ability. Utilizing a variety of resources and opportunities prepare the students for success here, through high school, college, and/or for a career is definitely a priority.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	6
Grade 7	278
Grade 8	380
Total Enrollment	664

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	0
Filipino	0.2
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0
Socioeconomically Disadvantaged	95.5
English Learners	32.2
Students with Disabilities	6.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Haven Drive Middle School	14-15	15-16	16-17
With Full Credential	31	25	16
Without Full Credential	3	2	11
Teaching Outside Subject Area of Competence	0	0	0
Arvin Union School District	14-15	15-16	16-17
With Full Credential	♦	♦	108
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Haven Drive Middle School	14-15	15-16	16-17
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.00	7
Districtwide		
All Schools	96.0	4
High-Poverty Schools	96.0	4
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Arvin Union School District held a Public Hearing on September 20, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided standards-aligned textbooks and access to standards aligned material 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. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. New ELA Materials were purchased in 2016 for implementation this school year. 100% of students have textbooks as verified by the September 2016 Williams Review.

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6- Benchmark Education California Benchmark Advance 2017 7-8 - Houghton Mifflin Harcourt California Collections 2017 6-8 Houghton Mifflin Harcourt READ 180 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	6- Houghton Mifflin Harcourt California Math Expressions 2014 7-8 Houghton Mifflin, Big Ideas Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	6- Pearson Scott Foresman/2008 7-8 – Holt, Rinehart, Winston/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	6- Pearson Prentice Hall/2006 7-8 – McDougal Littell/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 46 classrooms, a library, four computer labs, a multipurpose room/cafeteria, a staff 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.

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 2014, and replacement of the main office began in June 2016 with expected occupancy mid to late January 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Electrical wall plate has been replaced. Daisy chained power strips have been removed and plugged in appropriately.
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 Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	24	26	22	25	44	48
Math	13	13	14	17	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	48	57	44	38	43	34	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.2	29.4	41.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	398	390	98.0	43.9
Male	210	207	98.6	44.0
Female	188	183	97.3	43.7
Hispanic or Latino	385	378	98.2	43.9
Socioeconomically Disadvantaged	367	360	98.1	43.1
English Learners	107	103	96.3	9.7
Students with Disabilities	21	21	100.0	9.5
Students Receiving Migrant Education Services	55	53	96.4	41.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	274	272	99.3	16.9
	8	397	391	98.5	32.0
Male	7	136	135	99.3	9.6
	8	210	208	99.0	25.6
Female	7	138	137	99.3	24.1
	8	187	183	97.9	39.3
Hispanic or Latino	7	264	262	99.2	17.6
	8	384	379	98.7	32.3
Socioeconomically Disadvantaged	7	268	266	99.3	16.2
	8	366	361	98.6	30.3
English Learners	7	109	108	99.1	3.7
	8	107	104	97.2	
Students with Disabilities	7	17	17	100.0	
	8	21	21	100.0	
Students Receiving Migrant Education Services	7	32	32	100.0	28.1
	8	55	54	98.2	14.8

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	275	272	98.9	14.7
	8	275	272	98.9	14.7
Male	7	137	135	98.5	14.1
	8	137	135	98.5	14.1
Female	7	138	137	99.3	15.3
	8	138	137	99.3	15.3
Hispanic or Latino	7	265	262	98.9	15.3
	8	265	262	98.9	15.3
Socioeconomically Disadvantaged	7	269	266	98.9	13.5
	8	269	266	98.9	13.5

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	7	110	108	98.2	1.9
	8	110	108	98.2	1.9
Students with Disabilities	7	17	17	100.0	
	8	17	17	100.0	
Students Receiving Migrant Education Services	7	32	32	100.0	21.9
	8	32	32	100.0	21.9

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

The staff at Haven Drive are aware of the positive correlation between parent and community involvement and success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council and English Language Advisory Council (ELAC). Parents are also invited to contact their child's teachers or the office in order to volunteer in classrooms, participate in Parent Workshops and attend student performances or events including Coffee with the Principal.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer 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 Calletano Gutierrez, Principal.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Haven Drive Middle School's Comprehensive School Site Safety Plan was last revised February 1, 2016, by school administrators and staff representatives, to ensure the protection of students and staff, school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and annually review the school site safety policies. Key elements of the safety plan include: developing consistency in behavior expectations, 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 and receive identification badges that must be displayed at all times.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	14.9	11.4	9.1
Expulsions Rate	1.2	1.2	0.6
District	2013-14	2014-15	2015-16
Suspensions Rate	4.6	3.4	2.4
Expulsions Rate	0.3	0.3	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	.3
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	27	27	3	5	5	20	24	24	3		
Mathematics	25	26	26	8	7	7	22	22	22	2		
Science	29	31	31	1	1	1	18	21	21	5	2	2
Social Science	29	26	26		6	6	21	20	20	3	1	1

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district offers two staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2014-2015 there was a focus on new math curriculum and alignment to common core standards, and 2015-2016 focused on the new writing curriculum, Write From the Beginning and Beyond, and 2016-2017 focus on the new ELA curriculum adoption and further writing. Site-based professional development topics have included: data analysis of MAP/i-Ready, CAASPP and CELDT, expectations for Professional Learning Communities, Positive Behavior Intervention Support, and AVID strategies. Several teachers attended the AVID summer institute to be able to integrate writing, inquiry, collaboration, organization, and reading into teaching/lessons for all content areas.

Teachers are also expected to be knowledgeable with the educational computer programs to facilitate student learning through a different avenue. Students, parents, and teachers will be able to utilize Office 365 for many purposes.

Professional growth and participation in Professional Learning Communities is an ongoing focus at Haven Drive. Increase in capacity leads to increase in student achievement. Team members from 7th and 8th grade, as well as administration, attended Rigorous Curriculum Design workshops to develop instructional units for implementation during 2014-2015 and now work in professional learning communities to implement new language arts and other content curriculum. Innovate Ed and Thoughtful Classroom focus areas guide site administration and leadership discussions and are focused on promoting building strong instruction and leadership skills.

Professional development occurs internally, such as peer to peer, by the site coach and/or administration, or by the district support personnel; external sources such as consultants, company trainers, etc. Professional development is provided during the day (subs are provided for teachers), after school, Saturdays, and during the summer. Staff development has been scheduled on Saturdays and after school as well as during the school day once a month to include instructional assistants. BTSAs, Intern, and PIP mentors are provided to new teachers assigned to school sites. Clerical staff have received 2 workshops specific to data entry this school year as well as personalized support from program personnel.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,352	\$44,507
Mid-Range Teacher Salary	\$67,390	\$68,910
Highest Teacher Salary	\$81,942	\$88,330
Average Principal Salary (ES)	\$106,717	\$111,481
Average Principal Salary (MS)	\$109,470	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$153,398	\$169,821
Percent of District Budget		
Teacher Salaries	35%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6230.61	\$943.48	\$5287.14	\$67,095
District	♦	♦	\$5084.44	\$69,546
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			4.0	-3.5
Percent Difference: School Site/ State			-6.9	-6.3

* Cells with ♦ do not require data.

Types of Services Funded

The picture of funding continues to change within the Arvin Union School District with the continued implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs and wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for library books, intervention teachers and intervention computer programs, student success facilitators, social work interns, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, GATE focus activities, and professional development. These funds are in addition to Federal ESEA (No Child Left Behind Funds) including Title 1 funds with set-asides for Supplemental Education Services and Parent Involvement. Supplemental Education Funds are allocated to each site and students are selected based by application and need. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title II supports one additional teacher for class size reduction and Title III provides an aide specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Special Education funds, supported with general funds, provide a strong SDC, RSP, and Speech program for students with special needs at our site including teachers and instructional assistants. After-School grant funds allow us to serve a large number of students in our daily Arvin Advantage Program.

Each of these programs provides targeted or general services to students with all intents to ensure educational equity for all student groups.

DataQuest

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

Internet Access

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