Havens Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Ms. Anne Dolid, Principal

Principal, Havens Elementary

About Our School

The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us. The Havens School community is located in Piedmont, a city of about 10,000 residents nestled in the hills above the San Francisco Bay Area. The original school opened in 1901, and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. For the 2010-11 school year we moved into our beautiful new school campus in Piedmont. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. Havens School is committed to providing a strong instructional program for all students to ensure excellence in education.

Contact

Havens Elementary
323 Highland Ave.
Piedmont, CA 94611-4023

Phone: 510-594-2681
E-mail: adolid@piedmont.k12.ca.us

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Piedmont City Unified
Phone Number	(510) 594-2600
Superintendent	Randall Booker
E-mail Address	rbooker@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us

| School Contact Information - Most Recent Year	
School Name	Havens Elementary
Street	323 Highland Ave.
City, State, Zip	Piedmont, Ca, 94611-4023
Phone Number	510-594-2681
Principal	Ms. Anne Dolid, Principal
E-mail Address	adolid@piedmont.k12.ca.us
Web Site	www.piedmont.k12.ca.us/havens/
County-District-School (CDS) Code	01612756002299

Last updated: 3/18/2016

School Description and Mission Statement - Most Recent Year

The Havens School community is located in Piedmont, a city of about 10,000 residents, nestled in the hills above the San Francisco Bay Area. The original school opened in 1901 and has continuously been modernized and renovated to accommodate the growing student population. During the 2009-2010 school year the Havens School in Piedmont was demolished and rebuilt. We temporarily relocated to a school site in Emeryville, CA. We moved back to our beautiful new campus in Piedmont for the 2010-11 school year. The educational programs at the school are tailored to be both relevant and challenging. Havens School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The Havens School community believes that every child should be challenged to grow academically and socially. Each child should also develop healthy self-esteem, an appreciation for the rights, gifts, and talents of their fellow students, and an appreciation for the diversity of the world around us.

Last updated: 3/14/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	87
Grade 1	69
Grade 2	93
Grade 3	89
Grade 4	91
Grade 5	104
Total Enrollment	533
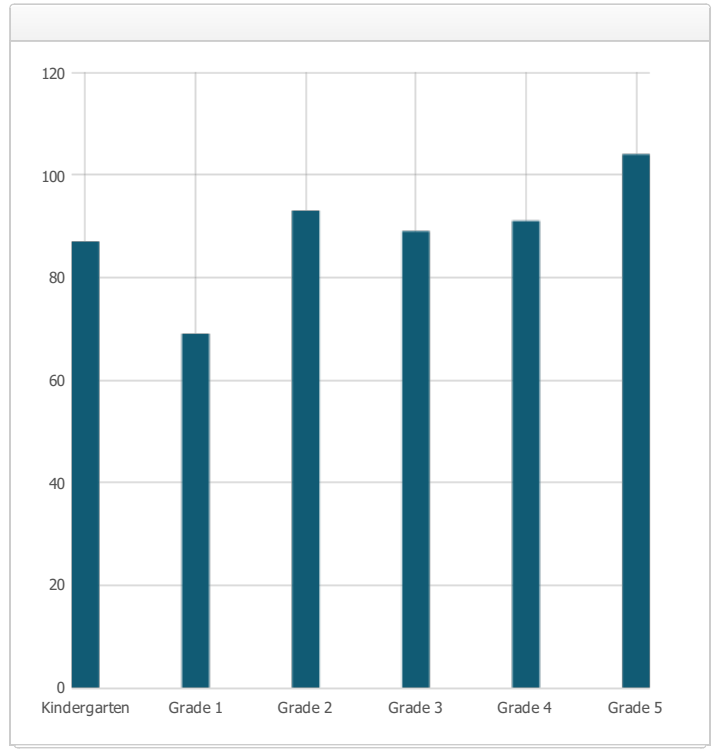
Last updated: 3/14/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.0 %
Asian	13.3 %
Filipino	0.4 %
Hispanic or Latino	5.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	66.6 %
Two or More Races	13.3 %
Socioeconomically Disadvantaged	1.1 %
English Learners	3.9 %
Students with Disabilities	6.4 %
Foster Youth	0.4 %

Last updated: 3/14/2016

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	36	34	186
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	1	4
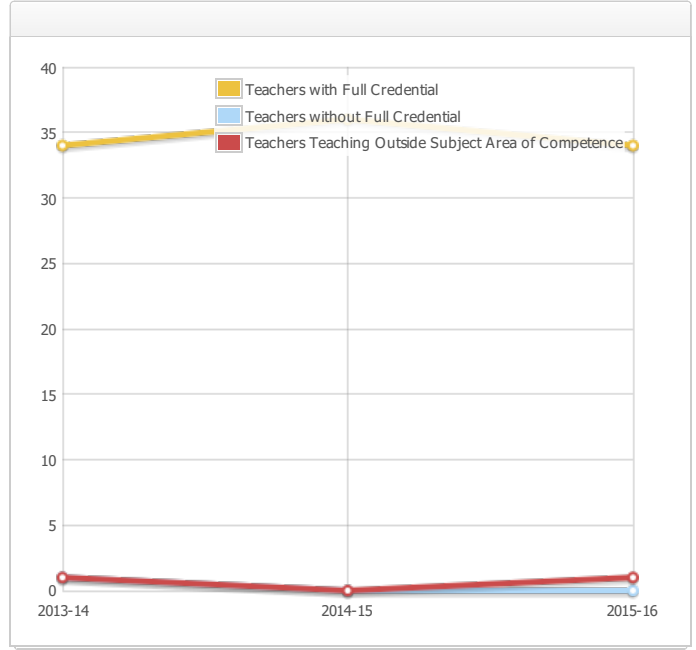
Last updated: 3/18/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
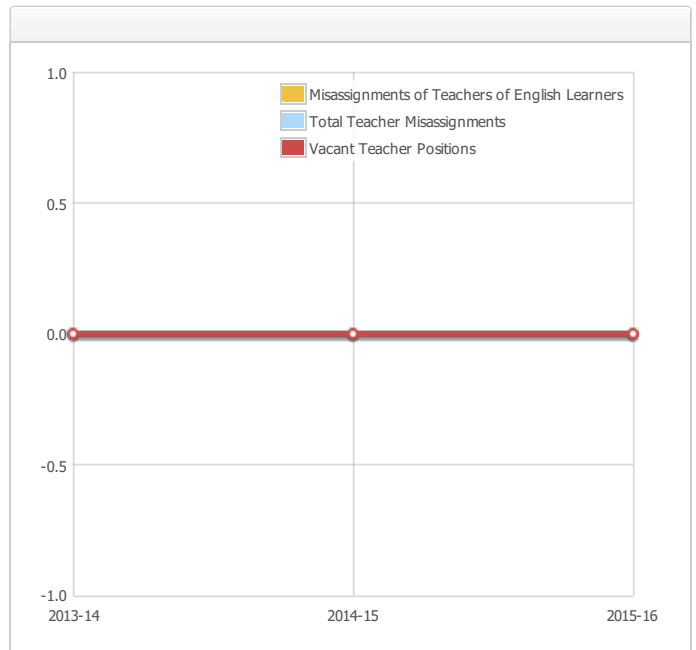
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 3/18/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: 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 - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, authored by Lucy Calkins and published by Heinemann	Yes	0.0 %
Mathematics	Bridges - 2nd Edition/Math Learning Center - TK-5th Bumber Corner - 2nd Edition/Math Learning Center - TK-5th	Yes	0.0 %
Science	Foss K-5th	Yes	0.0 %
History-Social Science	Harcourt Brace - K Houghton Mifflin - 1st, 4th MacMillan/MacGraw Hill - 2nd Pearson/Scott Foresman - 3rd Oxford University Press - 5th	Yes	0.0 %
Foreign Language		Yes	0.0 %
Health	Second Step Curriculum	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 3/18/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Havens Elementary School was rebuilt in 2009-10 as part of the District's Seismic Safety Bond Program.

Last updated: 3/18/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: March 2014

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: March 2014

Overall Rating	Exemplary

Last updated: 3/18/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	83.0%	85.0%	44.0%
Mathematics (grades 3-8 and 11)	78.0%	82.0%	33.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	87	95.6%	5.0%	18.0%	26.0%	51.0%
Male	91	49	53.8%	6.0%	18.0%	29.0%	47.0%
Female	91	38	41.8%	3.0%	18.0%	24.0%	55.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	11	12.1%	0.0%	18.0%	36.0%	45.0%
Filipino	91	1	1.1%	--	--	--	--
Hispanic or Latino	91	3	3.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	62	68.1%	5.0%	16.0%	26.0%	53.0%
Two or More Races	91	10	11.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	91	3	3.3%	--	--	--	--
Students with Disabilities	91	7	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/14/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	8.0%	14.0%	36.0%	42.0%
Male	91	50	54.9%	2.0%	20.0%	46.0%	32.0%
Female	91	40	44.0%	15.0%	8.0%	23.0%	55.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	12	13.2%	8.0%	8.0%	50.0%	33.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	91	5	5.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	65	71.4%	9.0%	14.0%	34.0%	43.0%
Two or More Races	91	8	8.8%	--	--	--	--
Socioeconomically Disadvantaged	91	2	2.2%	--	--	--	--
English Learners	91	3	3.3%	--	--	--	--
Students with Disabilities	91	10	11.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/14/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	102	95.3%	4.0%	4.0%	43.0%	49.0%
Male	107	49	45.8%	8.0%	8.0%	41.0%	43.0%
Female	107	53	49.5%	0.0%	0.0%	45.0%	55.0%
Black or African American	107	5	4.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	107	14	13.1%	0.0%	7.0%	43.0%	50.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	107	4	3.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	62	57.9%	3.0%	5.0%	40.0%	52.0%
Two or More Races	107	17	15.9%	12.0%	0.0%	47.0%	41.0%
Socioeconomically Disadvantaged	107	1	0.9%	--	--	--	--
English Learners	107	3	2.8%	--	--	--	--
Students with Disabilities	107	12	11.2%	8.0%	8.0%	58.0%	25.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 3/14/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	86	94.5%	5.0%	17.0%	29.0%	49.0%
Male	91	49	53.8%	4.0%	14.0%	31.0%	51.0%
Female	91	37	40.7%	5.0%	22.0%	27.0%	46.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	11	12.1%	0.0%	9.0%	64.0%	27.0%
Filipino	91	1	1.1%	--	--	--	--
Hispanic or Latino	91	2	2.2%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	62	68.1%	6.0%	13.0%	29.0%	52.0%
Two or More Races	91	10	11.0%	--	--	--	--
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	91	3	3.3%	--	--	--	--
Students with Disabilities	91	6	6.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	89	97.8%	2.0%	26.0%	35.0%	37.0%
Male	91	49	53.8%	4.0%	18.0%	35.0%	43.0%
Female	91	40	44.0%	0.0%	35.0%	35.0%	30.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	12	13.2%	8.0%	25.0%	8.0%	58.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	91	5	5.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	64	70.3%	2.0%	25.0%	39.0%	34.0%
Two or More Races	91	8	8.8%	--	--	--	--
Socioeconomically Disadvantaged	91	2	2.2%	--	--	--	--
English Learners	91	3	3.3%	--	--	--	--
Students with Disabilities	91	10	11.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 3/14/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	107	103	96.3%	5.0%	12.0%	22.0%	61.0%
Male	107	50	46.7%	8.0%	12.0%	18.0%	62.0%
Female	107	53	49.5%	2.0%	11.0%	26.0%	60.0%
Black or African American	107	5	4.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	107	15	14.0%	7.0%	7.0%	20.0%	67.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	107	4	3.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	107	62	57.9%	3.0%	10.0%	24.0%	63.0%
Two or More Races	107	17	15.9%	12.0%	18.0%	12.0%	59.0%
Socioeconomically Disadvantaged	107	1	0.9%	--	--	--	--
English Learners	107	4	3.7%	--	--	--	--
Students with Disabilities	107	12	11.2%	17.0%	33.0%	17.0%	33.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 3/14/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	95.0%	94.0%	88.0%	89.0%	91.0%	89.0%	59.0%	60.0%	56.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/14/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89.0%
All Students at the School	88.0%
Male	82.0%
Female	94.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	86.0%
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	91.0%
Two or More Races	82.0%
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	75.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

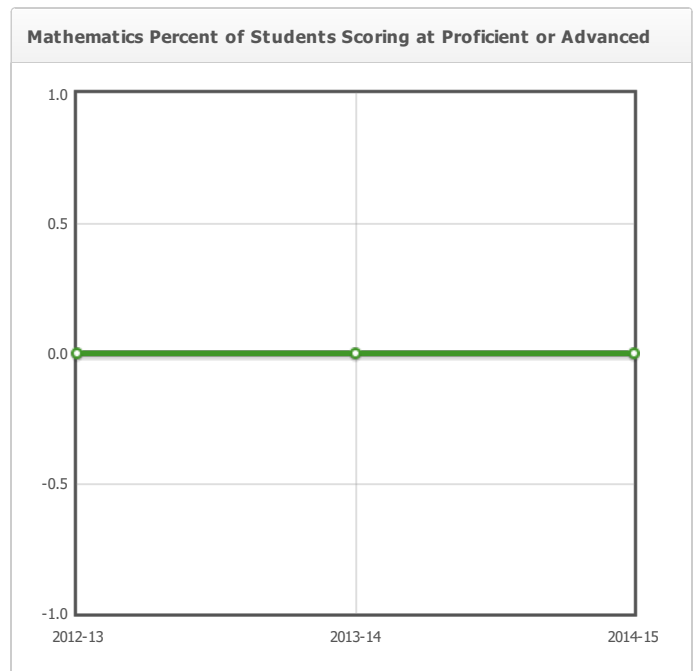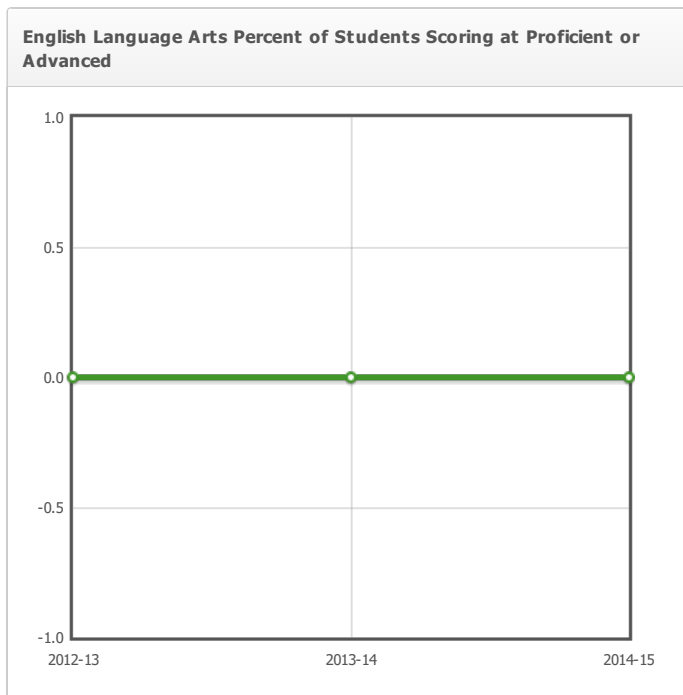Last updated: 3/14/2016

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 areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	91.0%	89.0%	92.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	87.0%	89.0%	91.0%	60.0%	62.0%	59.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 3/14/2016

California Physical Fitness Test Results (School Year 2014-15)

| | Percent of Students Meeting Fitness Standards | | |
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5%	16.0%	67.9%

Note: 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.

Last updated: 3/14/2016

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 for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents and the community are very supportive of the educational program at Havens School. Numerous programs and activities are enriched by the generous contributions made by the Havens Parents Club, School Parcel Taxes and Bond Measures, Piedmont Educational Foundation, CHIME, PRAISE, and PAINTS.

State Priority: Pupil Engagement

Last updated: 3/14/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	99.50	98.10	100.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
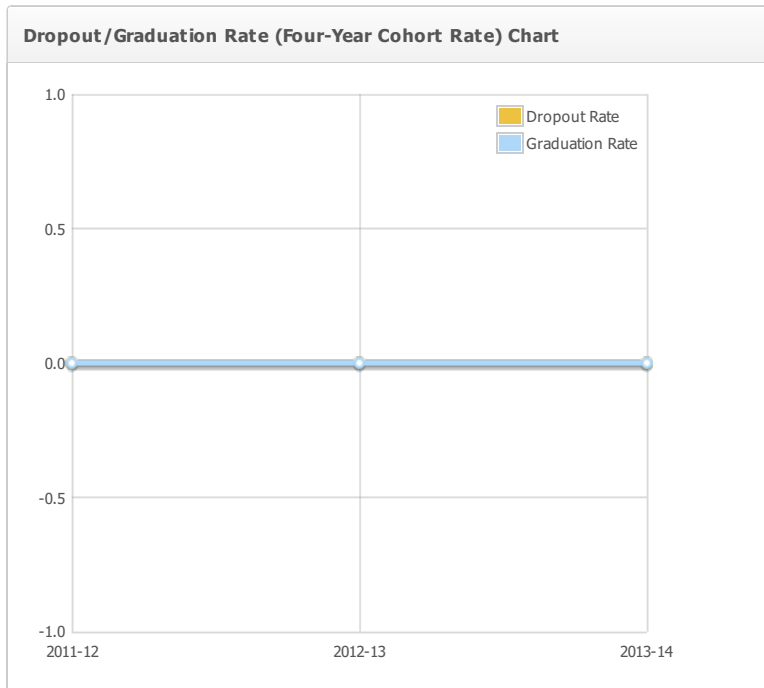
Last updated: 3/14/2016

Completion of High School Graduation Requirements

|	Graduating Class of 2014		
Student Group	**School**	**District**	**State**
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	0.7	0.3	0.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions	Expulsions
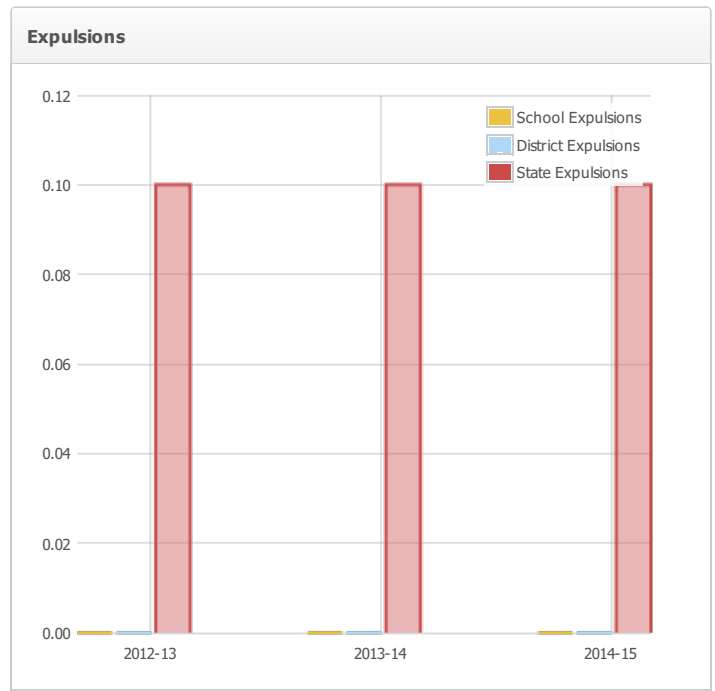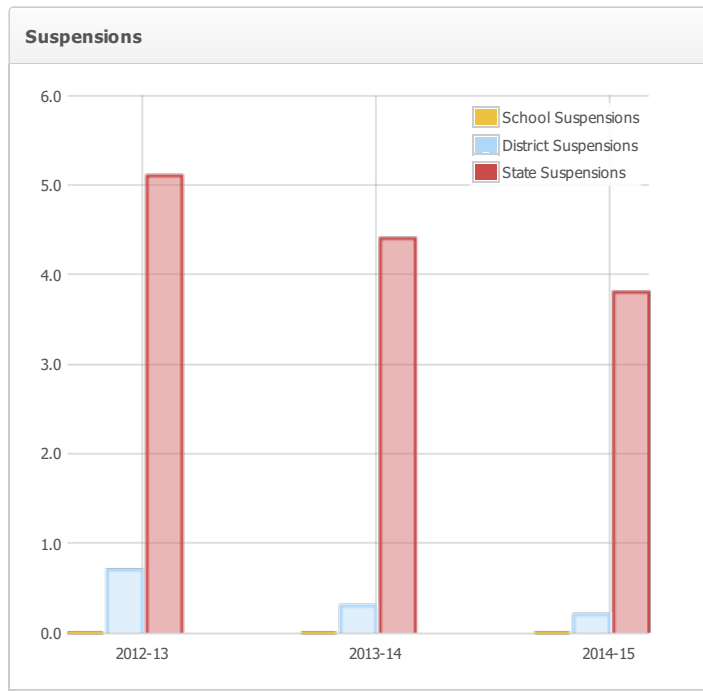
School Safety Plan - Most Recent Year

The Comprehensive School Safety Plan provides each student a safe physical environment by providing well-maintained buildings, a safe campus and safe ingress and egress to and from school. The Principal, faculty and staff provide campus security. The safety plan address emergency preparedness through well communicated plans, regularly scheduled drills, and guidelines for student behavior that are consistently monitored and reinforced. In order to create a school environment that is a safe, kind, respectful place for learning, our entire school community embraces the Second Step social and emotional learning program. We continually strive to ensure that Havens School is an emotionally nurturing environment.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 3/14/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 3/14/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	22.0	1	4		21.0	3	2		22.0	1	4	
1	21.0	1	2		23.0		4		23.0		3	
2	21.0	1	3		22.0		4		23.0		4	
3	20.0	3	2		21.0	2	2		22.0		4	
4	26.0		3		25.0		4		23.0		4	
5	24.0		4		26.0		3		26.0		4	
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/14/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.8	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 3/18/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$9045.0	$1770.0	$7275.0	--
District	N/A	N/A	$9792.0	$73211.0
Percent Difference – School Site and District	N/A	N/A	26.0%	1.0%
State	N/A	N/A	$5348.0	$65267.0
Percent Difference – School Site and State	N/A	N/A	16.0%	9.3%

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

Last updated: 3/18/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,221	$40,379
Mid-Range Teacher Salary	$66,676	$62,323
Highest Teacher Salary	$88,143	$81,127
Average Principal Salary (Elementary)	$110,370	$99,192
Average Principal Salary (Middle)	$122,265	$91,287
Average Principal Salary (High)	$142,524	$112,088
Superintendent Salary	$207,000	$159,821
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
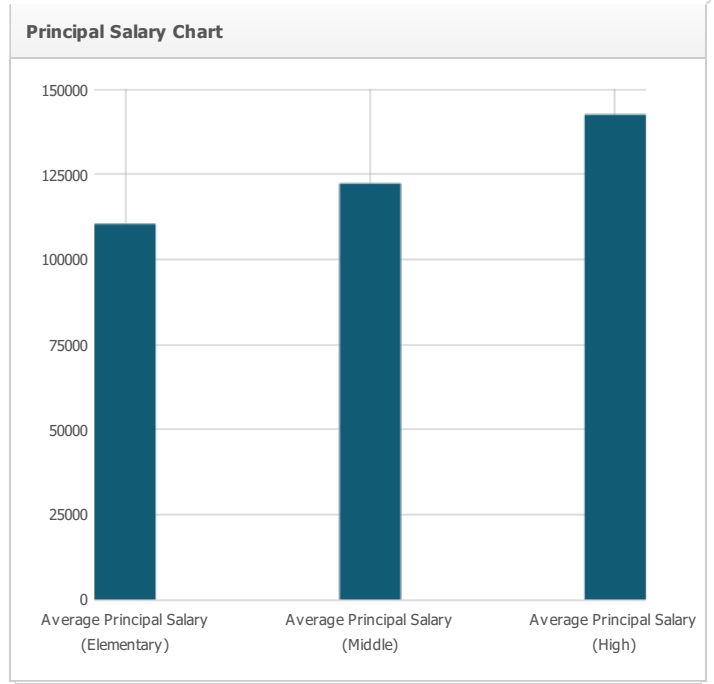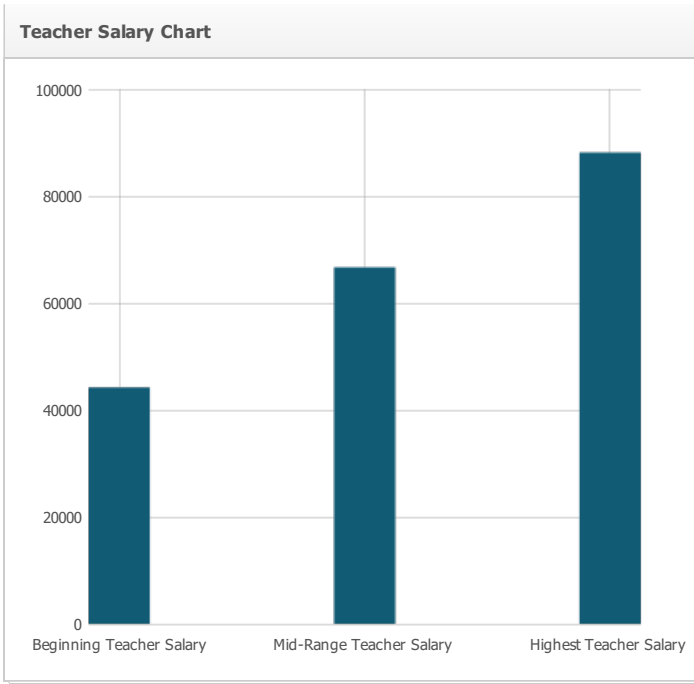
Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three staff development days where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies and methodologies.

Staff development topics for the 2013-14 school included, but were not limited to, Differentiated Strategies, Common Core Implementation, Instructional Technology, Mathematics, and Reader's Workshop. For
additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assessment (BTSA) facilitator.