



Havens Elementary

323 Highland Ave. • Piedmont, CA 94611 • (510) 594-2681 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Piedmont City Unified School District

760 Magnolia Ave.

Piedmont, CA 94611

(510) 594-2600

<http://www.piedmont.k12.ca.us/>

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School Description

The Havens School community is located in Piedmont, a city of about 11,000 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 around 450 students. The school is one of three elementary schools in the Piedmont Unified School District

The faculty of Havens Elementary School is a team of professionals, firm in their resolve to bring a world class education to our students. Classroom teachers, teacher specialists in music, art, library, reading, math, science, technology and special education, collaborate to integrate curriculum in order to best meet the academic, social and emotional needs of our students. We strive to cultivate critical thinking, social responsibility and collaboration in students and faculty alike.

Our support staff of custodians, office staff, para educators and administrators work with students, families and staff to maintain a positive learning environment for all students so that they can realize their potential.

We redefined our mission and values in Fall 2018:

Everyone at Havens Belongs.

We are Caring.

We are Courageous.

We have Integrity

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	71
Grade 2	68
Grade 3	69
Grade 4	77
Grade 5	69
Total Enrollment	439

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	17.1
Filipino	0.7
Hispanic or Latino	6.2
White	54.2
Two or More Races	21
Socioeconomically Disadvantaged	1.1
English Learners	1.8
Students with Disabilities	11.4
Foster Youth	0.2

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 for Havens Elementary	17-18	18-19	19-20
With Full Credential	35	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1.6	0	0

Teacher Credentials for Piedmont City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Havens Elementary

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing in September 25th, 2019 and determined that each school in the District has sufficient and good quality textbooks and instructional materials. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2019-2020, all textbooks and instructional materials at Havens Elementary School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Google Chromebooks for all students in grades 4 and 5.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Units of Study for Teaching Reading, authored by Lucy Calkins and published by Heinemann Units of Study for Teaching Writing, authored by Lucy Calkins and published by Heinemann Units of Study for Teaching Phonics, authored by Lucy Calkins and published by Heinemann Fountas and Pinnell Guided Reading, Interactive Read Aloud and Word Study Lessons published by Heinemann Leveled Literacy Intervention published by Heinemann The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges in Mathematics, 2nd Edition published by Math Learning Center, adopted in 2015 Number Corner, 2nd Edition published by Math Learning Center, adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS California published by Delta Education, Grades K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace - K Houghton Mifflin 1st, 4th MacMillan/McGraw Hill 2nd Pearson/Scott Foresman, 3rd Oxford University, 5th The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	NA The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Second Step published by Committee for Children, adopted in 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

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

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. The school is in good repair and not in need of any urgent maintenance.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Measures to reduce heat gain have been taken, including ceiling fans and anti-glare window films, were taken. Five classrooms HVAC systems have been modernized.
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 Rating	Exemplary	

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. 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); 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	88	87	87	50	50
Math	92	92	85	87	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	90	80	49
7	92	87	71
9	94	83	56

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	214	99.53	88.32
Male	111	111	100.00	84.68
Female	104	103	99.04	92.23
Black or African American	--	--	--	--
Asian	43	43	100.00	90.70
Hispanic or Latino	--	--	--	--
White	112	112	100.00	87.50
Two or More Races	48	47	97.92	91.49
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	11	100.00	72.73
Students with Disabilities	30	29	96.67	62.07

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	213	99.07	92.02
Male	111	111	100.00	95.50
Female	104	102	98.08	88.24
Black or African American	--	--	--	--
Asian	43	43	100.00	97.67
Hispanic or Latino	--	--	--	--
White	112	111	99.11	89.19
Two or More Races	48	47	97.92	95.74
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	11	100.00	100.00
Students with Disabilities	30	29	96.67	79.31

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational program at Havens School, volunteering, fundraising and input on school decisions. There are a variety of committees, including school site council and the safety committee on which we invite parent membership. Parents are invited to volunteer in classrooms regularly in grades K-1 and in occasionally in grades 2-5. Havens Parent Club also offers a multitude of volunteer opportunities, as do other school support groups and the Piedmont Education Foundation. 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 and other parent support groups. For more information see the following:

Havens Parents Organization: <https://www.havensparentsclub.com/>

Haven's Dad's Club: <https://havens-dads-club.com/>

Piedmont Arts Fund: <https://piedmontartsfund.org/>

CHIME (performing arts): <http://www.piedmont.k12.ca.us/our-community/parent-involvement/#chime>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

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.

School Safety Plan

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. There are monthly fire drills, in addition to shelter in place, lockdown/reverse lockdown, and earthquake drills which all occur during the first half of the year. There is also a trischool safety committee that reviews and updates the safety plan each year. The last substantive changes were made in fall of 2017. Annual updates were made in fall 2018.

In order to create a school environment that is a safe, kind, respectful place for learning, our entire school community utilizes Restorative Justice and the Second Step curriculum.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	548.8

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	.8
Library Media Services Staff (Paraprofessional)	.7
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	.2
Other	2.3

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	3		19	2	3		22		4	
1	22		3		23		3		24		3	
2	23		3		22		3		24		3	
3	24		3		24		3		23		6	
4	23		4		23		3		26		4	
5	25		4		26		4		24		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. Some examples of professional development selected by tri-school elementary teachers are as follows: differentiated math instruction, teaching reading in small groups, integrated learning, and social emotional learning.

In 2018-19 we used a new model where the district, site, and teachers determined the content of each of the three days. The district selected training on the social justice standards, the site selected training on professional learning communities, and teachers chose a range of topics that are relevant to their teaching. Some topics include integrated learning, phonics, word study, mathematical problem solving and Professional Learning Communities. In addition to providing professional learning opportunities on the professional development days, teacher have ongoing professional development opportunities at monthly staff meeting and on an as needed/as requested basis.

New teachers participate in a full day professional development orientation are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,108	\$46,208
Mid-Range Teacher Salary	\$73,061	\$72,218
Highest Teacher Salary	\$94,014	\$92,742
Average Principal Salary (ES)	\$130,920	\$134,864
Average Principal Salary (MS)	\$133,882	\$118,220
Average Principal Salary (HS)	\$137,829	\$127,356
Superintendent Salary	\$220,564	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	33%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,340	2,515	9,825	83,182
District	N/A	N/A	10,472	84,299

Level	Total	Restricted	Unrestricted	Average Teacher Salary
State	N/A	N/A	7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	-1.3
School Site/ State	26.8	13.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Home-to School Transportation
 Instructional Materials
 Class Size Reduction K-3
 Federal, ECIA/ESEA/IASA
 School Improvement Plan
 Special Education Master Plan
 Federal, Special Education, Entitlement per UDC
 Federal, Special Education, Discretionary Funds
 Title II, Parts A & D – Teacher Quality & Technology
 Title IV, Safe and Drug Free Schools and Communities
 Title V, Innovative Strategies
 Title III, Funding passes through the a consortium of districts of which Piedmont Unified is a member.

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).

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.