



# Havens Elementary

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Piedmont City Unified School District**

760 Magnolia Ave.

Piedmont, CA 94611

(510) 594-2600

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

#### District Governing Board

Cory Smegal

Andrea Swenson

Sarah Pearson

Doug Ireland

Amal Smith

#### District Administration

Randall Booker

**Superintendent**

Song Chin-Bendib

**Asst Superintendent, Business  
Services**

Michael Brady

**H1 Coordinator**

Cheryl Wozniak

**Director of Curriculum and  
Instruction**

Julie Valdez

**Director of Special Education**

Stephanie Griffin

**Director of Instructional  
Technology**

Pete Palmer

**Director of Facilities**

### **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 the growing student population.

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.

This year we worked to redefine our mission and values and did not finish by the end of the year, and therefore will finish Fall 2018.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	66
Grade 2	68
Grade 3	71
Grade 4	105
Grade 5	89
Total Enrollment	493

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	14.8
Filipino	1
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	0
White	57
Two or More Races	20.9
Socioeconomically Disadvantaged	0.6
English Learners	3.2
Students with Disabilities	8.7
Foster Youth	0

## 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			
Havens Elementary	15-16	16-17	17-18
With Full Credential	32	40	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2.5	2.9	1.6
Piedmont City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	177
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	9.63

Teacher Misassignments and Vacant Teacher Positions at this School			
Havens Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)**

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 October 2017 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 2017-2018, 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 2017	
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 Fountas and Pinnell Phonics Lessons published by Heinemann Words Their Way Spelling Series published by Pearson Leveled Literacy Intervention published by Heinemann <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS California published by Delta Education, Grades K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Harcourt Brace - K Houghton Mifflin 1st, 4th MacMillan/McGraw Hill 2nd Pearson/Scott Foresman, 3rd Oxford University, 5th <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	NA <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Second Step published by Committee for Children, adopted in 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 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: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			measures to reduce heat gain have been taken, including ceiling fans and anti-glare window films, were taken.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	84	81	87	86	48	48
Math	86	87	86	84	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	88	85	89	88	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	5.7	19.3	69.3

\* 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	90	88	97.8	85.2
Male	50	48	96.0	85.4
Female	40	40	100.0	85.0
Asian	11	11	100.0	90.9
White	68	66	97.1	84.9
Students with Disabilities	12	12	100.0	66.7

\* 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 2016-17 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	262	259	98.85	81.47
Male	135	133	98.52	76.69
Female	127	126	99.21	86.51
Black or African American	--	--	--	--
Asian	36	36	100	86.11
Filipino	--	--	--	--
Hispanic or Latino	14	14	100	50
White	157	154	98.09	84.42
Two or More Races	52	52	100	78.85
Socioeconomically Disadvantaged	--	--	--	--
English Learners	24	24	100	50
Students with Disabilities	31	30	96.77	46.67

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 2016-17 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	262	257	98.09	86.77
Male	135	133	98.52	88.72
Female	127	124	97.64	84.68
Black or African American	--	--	--	--
Asian	36	36	100	91.67
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.86	53.85
White	157	153	97.45	89.54
Two or More Races	52	52	100	84.62
Socioeconomically Disadvantaged	--	--	--	--
English Learners	24	24	100	75
Students with Disabilities	31	28	90.32	39.29

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational program at Havens School.

Parents are invited to volunteer in classrooms regularly in grades k-1 and in occasionally in grades 2-5.

There are a variety of committees, including school site council and the safety committee on which we invite parent membership.

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, CHIME, PRAISE, and PAINTS.

### 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.

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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.1	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.6
Social Worker	0.0
Nurse	0
Speech/Language/Hearing Specialist	.7
Resource Specialist	2.0
Other	2.74
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	20	19		4	3	4		2			
1	23	23	23				3	3	3			
2	23	23	23				4	3	3			
3	22	21	21			1	4	5	4			
4	23	22	25		1		4	3	3			
5	26	23	25		1		4	3	5			

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

### Professional Development provided for Teachers

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.

New teachers are assigned a mentor as part of the Teacher Induction Program (TIP) and tenured teachers can be mentored by participating in Teachers Engaged in Active Mentoring (TEAM).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,144
Mid-Range Teacher Salary		\$69,119
Highest Teacher Salary		\$86,005
Average Principal Salary (ES)		\$106,785
Average Principal Salary (MS)		\$111,569
Average Principal Salary (HS)		\$121,395
Superintendent Salary		\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,037.02	1087.92	8949.10	80,196.78
District	♦	♦	9608.45	81,172.06
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-6.9	-1.2
Percent Difference: School Site/ State			36.1	15.1

\* Cells with ♦ do not require data.



**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 <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.