

Harvest Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Harvest Elementary
Street	1320 Vassar Ave.
City, State, Zip	Delano, CA 93215-3872
Phone Number	(661) 720-2725
Principal	Janice Vargas
Email Address	Jvargas@duesd.org
Website	www.duesd.org/schools/harvestes/
County-District-School (CDS) Code	15634040106575

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

School Description and Mission Statement (School Year 2019-20)

Harvest Elementary is a K-5 campus and has been open since 2006. The Harvest “Bears” are proud of their school colors - red, blue, and white. There are approximately 430 pupils attending Harvest. The campus is located on the East side of Delano and is unique in that it has shared facilities with La Viña Middle School. The buildings include 3 classroom buildings with interior hallways, a library, a technology lab, a piano lab, a multi-purpose room, a shared library, two computer labs, and a resource room. The demographics of the school are 77.99% Hispanic, 14.75% Filipino, 2.58% White, .23% American Indian, 1.41% Asian, 0.23% African American, and 2.82% Pacific Islander. All of the pupils are on the free or reduced lunch program. A positive environment is promoted by all staff and a Multi Tier System of Supports is in place. Enthusiasm for learning, expectations of high academic achievement, and celebrations of success are an integral part of the Harvest School climate.

Vision Statement

Harvest Elementary School is a professional learning community working together to promote pupil achievement in mind, body, and spirit. Positive character building coupled with instilling best instructional practices in a collaborative effort to shape our pupils into lifelong learners.

Mission Statement

The mission of Harvest Elementary School is to instill the principles of character through a focus on the Harvest Way of being safe, responsible and respectful to enable all pupils to become productive citizens in society. This will be accomplished by collaborative efforts amongst supportive parents, involved community members and an effective staff who will promote high expectations and challenging curricula in a safe, nurturing environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	78
Grade 1	72
Grade 2	76
Grade 3	97
Grade 4	85
Grade 5	94
Total Enrollment	502

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	14.7
Hispanic or Latino	79.5
White	2.2
Two or More Races	1
Socioeconomically Disadvantaged	69.1
English Learners	35.7
Students with Disabilities	11.2
Foster Youth	0.4
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	20	21	308
Without Full Credential	1	4	2	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: July 2019

Harvest staff and students have all necessary curriculum materials to support a high level of academics.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark, Benchmark, 2016	Yes	0
Mathematics	My Math, McGraw Hill, 2015	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6, Pearson, My World California History and Social Science	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Harvest Elementary consists of 30 permanent classrooms, a multi-purpose facility, a portable band room, a shared library with La Vina Middle School and an administration building. The district takes great efforts to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Harvest Elementary pupils are allowed to come on to campus at 7:30 a.m. Students are supervised by a School Site Administrator and yard duty supervisors. The crosswalk at Harvest Elementary has a crosswalk supervisor to ensure the safety of all pupils. During the instructional day the Harvest Elementary campus is secured by locked gates and all visitors are documented in the RAPTOR system. All visitors or staff entering or leaving campus must enter and exit via the main entrance of the Administration Building.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/20/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	53	39	43	50	50
Mathematics (grades 3-8 and 11)	29	44	26	33	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	258	255	98.84	1.16	52.55
Male	142	142	100.00	0.00	50.70
Female	116	113	97.41	2.59	54.87
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	38	38	100.00	0.00	63.16
Hispanic or Latino	202	199	98.51	1.49	50.75
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	172	170	98.84	1.16	49.41
English Learners	118	117	99.15	0.85	54.70
Students with Disabilities	28	27	96.43	3.57	14.81
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	254	98.83	1.17	44.49
Male	142	142	100.00	0.00	44.37
Female	115	112	97.39	2.61	44.64
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	38	38	100.00	0.00	65.79
Hispanic or Latino	201	198	98.51	1.49	40.40
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	1.17	40.24
English Learners	117	116	99.15	0.85	43.10
Students with Disabilities	28	27	96.43	3.57	7.41
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.7	25.8	7.5

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.

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)

Harvest has several groups of parents and students that meet to discuss various topics with our staff. The School Site Council and the English Language Advisory Committees attend training workshops to assist them in their roles. In addition, the Harvest Elementary Multi Tiered Support System Team (Harvest MTSS Team), has parent and community members represented. Parent involvement is a key component in promoting student success, therefore Harvest provides opportunities for families to collaborate in the educational realm of their children, such as: Back to School Night, Lunch With Your Child, POWER Orientation, STEAM Night, Kinder Blast Off, Parent Conference weeks, Literacy Night, Family Math Night, Tech Night, Scholastic Book Fair, Awards Assemblies and volunteering their time in assisting in their children's classroom. For more information please contact:

Janice Vargas, Principal
Harvest Elementary School
1320 Vassar Street, Delano CA
(661) 720-2725

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	2.1	1.3	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff on July 29, 2019.

The school safety plan includes an assessment of the current status of school crime and identifies appropriate programs and strategies to ensure school safety. The plan addresses various procedural steps including child abuse reporting, discipline, notification to teachers regarding student suspensions and expulsions along with other measures to promote school safety.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		20	1	3		23	1	3	
1	21	1	3		24		3		22		3	
2	21	1	3		22		4		24		3	
3	22		4		20	3	1		23		4	
4	28		3		29		3		27		3	
5	32		3		32		3		30		3	
Other**	9	1			12	1			12	1		

*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.

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

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,979.99	1,599.82	6,380.17	81,627.08
District	N/A	N/A	7,107.69	78,095.87
Percent Difference - School Site and District	N/A	N/A	-10.8	4.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-15.2	-3.3

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 (Fiscal Year 2018-19)

Harvest has a variety of services and programs. Services provided in 2018-2019 by categorical funds to enable students to meet the standards are as follows: full-time: site resource clerk, librarian; site resource teacher, part time: noon duty aides, school nurse, school psychologist, an intervention instructional aide, and two Mild/Moderate aides. Programs include: After school tutoring provided by classroom teachers and Migrant tutoring. Additional programs include: Special Education services (Mild/Moderate, Moderate/Severe, Speech), GATE program, POWER (After School Enrichment and Safety), Student Assistance Team (SAT), health screenings, district resource teachers, and technology programs and support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	

During the past three years the following was dedicated to staff development: 2016-2017: 3 days, 2017-2018: 4 days, 2018 - 2019: 7 (1.5 hour) Late Start PDs, 3 STPT days, 2 full days

At the school site level, classroom teachers participate in Structured Teacher Planning time focused on data analysis, reading intervention strategies, applying technology in the classroom, English Language Development and the implementation of the Common Core standards and mathematical problem solving. The site administration observes classroom lessons, monitors lesson plans, analyzes data and uses staff input on planning for professional development for the staff. Site and District Resource Teachers are available to provide group training and assistance to classroom teachers in teaching the common core standards in all subject areas including English Language Development (ELD), mathematics, technology and Thinking Maps. In addition, site admin, Kindergarten through 3rd grade staff attending the AVID summer institute in June of 2019. The site uses a Data Analyst to analyze test score data and target students to drive instruction with a focus on SBAC and ELPAC data.