

# Harvest Elementary

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2025-26 School Contact Information

<b>School Name</b>	Harvest Elementary
<b>Street</b>	1320 Vassar Ave
<b>City, State, Zip</b>	Delano, CA 93215-3872
<b>Phone Number</b>	(661) 720-2725
<b>Principal</b>	Karen Weirather
<b>Email Address</b>	kweirather@duesd.org
<b>School Website</b>	<a href="https://hv.duesd.org/parents/school-accountability-report-card-sarc">https://hv.duesd.org/parents/school-accountability-report-card-sarc</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	15634040106575

## 2025-26 District Contact Information

<b>District Name</b>	Delano Union Elementary School District
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Mrs. Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>District Website</b>	www.duesd.org

## 2025-26 School Description and Mission Statement

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 380 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 math lab, a Mariachi room, a multi-purpose room, a shared library, and a resource room. The demographics of the school is 80.55% Hispanic, 9.42% Filipino, 4.56% White, .30% American Indian, 2.43% Asian, 0.30% African American, and .30% American Indian-Alaskan Native. Harvest currently houses 3 Moderate/Severe Special Education classes making up 10.5% of our student population. 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 members of 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.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	62
Grade 2	64
Grade 3	65
Grade 4	46
Grade 5	70
<b>Total Enrollment</b>	<b>365</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
American Indian or Alaska Native	0.3
Asian	2.5
Black or African American	0.8
Filipino	10.4
Hispanic or Latino	80.5
Two or More Races	1.1
White	3.8
English Learners	20.3
Foster Youth	0.3
Homeless	1.6
Migrant	1.9
Socioeconomically Disadvantaged	81.4
Students with Disabilities	18.4

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.5	88.57	254	78.24	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	11.1	3.44	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	22.6	6.98	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6.6	2.05	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	11.43	30.1	9.29	15831.9	5.67
<b>Total Teaching Positions</b>	17.5	100	324.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	77.27	258.9	83.18	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.55	8.9	2.89	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	9.09	24.5	7.89	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	2	9.09	18.7	6.03	14303.8	5.15
<b>Total Teaching Positions</b>	22	100	311.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	82.93	256.8	84.01	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10.5	3.46	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.88	13.1	4.29	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.5	0.51	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.5	12.2	23.6	7.72	13705.8	4.91
<b>Total Teaching Positions</b>	20.5	100	305.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	1
<b>Misassignments</b>	0.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.5	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark, Benchmark, 2016	0
<b>Mathematics</b>	My Math, McGraw Hill, 2015	0
<b>Science</b>	Grades K-6, StemTaught	0
<b>History-Social Science</b>	Grades K-6, Pearson, My World California History and Social Science	0

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

## School Facility Conditions and Planned Improvements

Harvest Elementary consists of 28 permanent classrooms, a multi-purpose facility, a Mariachi room, Math Lab, 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.

Year and month of the most recent FIT report		August 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	42	47	49	47	48
<b>Mathematics</b> (grades 3-8 and 11)	45	42	33	35	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	183	182	99.45	0.55	42.31
<b>Female</b>	81	80	98.77	1.23	53.75
<b>Male</b>	102	102	100.00	0.00	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	20	20	100.00	0.00	65.00
<b>Hispanic or Latino</b>	149	148	99.33	0.67	38.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	40	40	100.00	0.00	7.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	152	151	99.34	0.66	37.09
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	38	37	97.37	2.63	8.11

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	183	182	99.45	0.55	42.31
<b>Female</b>	81	80	98.77	1.23	47.50
<b>Male</b>	102	102	100.00	0.00	38.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	20	20	100.00	0.00	50.00
<b>Hispanic or Latino</b>	149	148	99.33	0.67	41.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	40	40	100.00	0.00	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	152	151	99.34	0.66	37.75
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	38	37	97.37	2.63	2.70

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	29.69	39.68	26.61	27.86	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	72	72	100.00	0.00	34.72
<b>Female</b>	30	30	100.00	0.00	30.00
<b>Male</b>	42	42	100.00	0.00	38.10
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	58	58	100.00	0.00	29.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	16	16	100.00	0.00	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	57	57	100.00	0.00	24.56
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	13	13	100.00	0.00	0.00

## B. Pupil Outcomes

### 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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 regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

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 and Literacy, POWER Orientation, Astronomy Night, Kinder Blast Off, Parent Conference weeks, Scholastic Book Fairs, Jog a Thon, Holiday Craft Fair, Fall Carnival, Read Across America, Family Dance, Parents' Day Tea, Filipino-American Heritage Celebration, and quarterly Awards Assemblies. In addition Parents/Guardians are welcome to volunteer their time in assisting in their children's classroom. For further information please contact:

Karen Weirather, Principal  
Harvest Elementary School  
1320 Vassar Street, Delano CA  
(661) 720-2725  
(661) 446-2888

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	380	10	2.6
Female	172	168	5	3.0
Male	218	212	5	2.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	39	39	0	0.0
Hispanic or Latino	313	306	7	2.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	14	0	0.0
English Learners	92	91	1	1.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	320	312	10	3.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	80	5	6.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	1.75	0.77	1.82	2.02	0.89	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.00	0.00
Male	1.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.09	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The School Safety Plan was reviewed with the SSC on January 23, 2025.

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. The safety plan will be reviewed again in January 2026 and submitted to board. The plan will be reviewed with staff and school site council. The plan will be available for review on the school's website and a printed copies are available in the school's office.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	00	0		
K	19	2	1	0
1	24	0	2	0
2	18	2	0	0
3	22	0	3	0
4	22	1	2	0
5	22	1	2	0
6	0	0	0	0
Other	12	5	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	18	3	0	0
2	15	4	0	0
3	18	4	0	0
4	23	1	4	0
5	24	1	4	0
6	0	0	0	0
Other	15	3	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	14	2	1	
2	16	1	2	
3	21	3	2	
4	26	2		1
5	31		4	
Other	14	4	1	

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	17,020.95	6,922.67	10,098.28	94,676.67
<b>District</b>	N/A	N/A	10,831.03	97,740.33
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.0	-3.2
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.9	-7.2

## Fiscal Year 2024-25 Types of Services Funded

Harvest has a variety of services and programs. Services provided in 2024-2025 by categorical funds to enable students to meet the standards are as follows: full-time: Site Resource Clerk, librarian; full-time Site Resource Teacher; part time: noon duty aides, school nurse, school psychologist, an intervention instructional aide, and one Mild/Moderate aide, Reading Intervention Teachers, Math Coach, SOAR Program, HIT Tutors providing small group instruction. Programs include: after school tutoring, GATE, POWER, ELOP, Science Fair, STEM Olympiad, Oral Language, Spelling Bee, health screenings, School Psychologist, School Social Worker and various technology programs.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$62,504	\$61,597
<b>Mid-Range Teacher Salary</b>	\$91,807	\$98,902
<b>Highest Teacher Salary</b>	\$122,270	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$142,913	\$158,383
<b>Average Principal Salary (Middle)</b>	\$148,631	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$279,925	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	29.06%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	6.43%	5.38%

## Professional Development

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. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7