2017 SARC Input Form

THIS <u>IS NOT</u> THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains <u>only</u> a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by clicking here.

A list of answers to frequently asked questions can be reviewed by clicking here. If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by clicking here.

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **<u>current</u>** School Contact Information for your school.

School Information	
School Name	Harvest Elementary School
Street	6514 W. Gettysburg Ave.
City, State, Zip	Fresno, CA 93723
Phone Number	(559) 271-0420
Principal	Julie Shafer
E-mail Address	jshafer@centralusd.k12.ca.us
School Website	ha.centralunified.org
CDS Code	10739650113993
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Harvest Elementary School, named for the agriculture that is the economic base of the community, is located on the corner of Gettysburg and Bryan Ave. Built 9 years ago, Harvest currently educates approximately 680 students in grades transitional kindergarten through sixth. Our school mission for Harvest is to create a challenging learning environment, encouraging high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles.

Harvest promotes a safe, orderly and supportive environment, empowering students to reach their full potential through life-long learning with the combined effort from parents, students, staff and the community. Students at Harvest are recognized monthly for Character Skills, behavior, and progress in Accelerated Reader and ST Math. Harvest was recognized last year as a National Healthy School at the Bronze level and as a Distinguished California Gold Ribbon School. Harvest also believes in recognizing the hard work of our students for Merit and Honor Roll grade point averages from 4th through 6th grade each semester. Recognition is also given in Reading, Math, Art, Writing, Most Improved,reclassification for our English Learner students and Perfect Attendance. This is the sixth school year Harvest has utilized the Positive Behavior Interventions and Supports (PBIS) systems with the school. With this process, we have set up school-wide expectations, incentives and consequences in a progressive step system and developed our Response to Intervention Model. Harvest is also using an anti-bullying curriculum in grades TK-6 this year. At Harvest, we feel that parent involvement is one of the key factors in educational success. We value the presence and support of parents and welcome their constructive feedback for continuous improvement. Our primary focus is on maximizing a child's educational experience by providing engaging, innovative, standards-based lessons to capture the interests of each child. The school's goals this year are to improve teacher skills and student learning in the area of literacy as measured by weekly formative assessments, district benchmarks, and State Assessments. Our goal is to find where students are at and continue to have them master standards with real life application of what they have learned. A key piece to esuring success at Harvest is having all grade level teams meeting weekly in Professional Learning Communities to collaborate, share practices and analyze data to improve student learning and co-plan, co-teach units that infuse literacy into all content areas.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Harvest Elementary offers many opportunities for Parental Involvement throughout the school year. These activities include monthly Parent Teacher Association (PTA) meetings/activities, Harvest Community Club, Pastries with Parents, Classroom Volunteers, Structured Activities at Recess, Field Trips, School Site Council (SSC), English Learner Advisory Council (ELAC), Library assistance and helping with our annual Library Book Faire. There are also opportunities throughout the year for parents to read with students and share their culture and their professions. School events are available to the community including the school musical, choir performances, band performances, student showcases, Back to School Night and Open House. Harvest also offers weekly technology classes, English Language classes for parents, nutrition classes, and the Latino Literacy series, and workshops on Alternative Discipline, Internet Safety, Reading Support at Home and EL Parent Night. We value our support and appreciate any time and talents that are given to our students.

Contact Person Name: Julie Shafer, Principal
Contact Person Phone Number: (559)271-0420

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

The Site Emergency Response Plan was prepared in compliance with Central Unified School District's Governing Board and the California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. The plan is devoted to the safety and welfare of the students of Harvest Elementary during all school hours. The major objectives of the emergency response procedures are to save lives and protect property in the event of an emergency or other disaster. Harvest has emergency plans for different scenarios from dealing with blood borne pathogens, bomb threats to complete school wide evacuations as well as how to appropriately clean classrooms.   Students and staff participate in drills that are performed monthly for fire and earthquake and lock down drills are practiced quarterly. Staff also have a yearly training on Run, Hide and Fight with the Fresno County Sheriff's Department and all classrooms are equipped with a walkie-talkie for communication. Staff participate in training on the Site Emergency Response Plan throughout the year at professional development meetings and quarterly safety walks are done on campus. The Staff was trained on the School Safety Plan on 8/7/17, 8/30/17 and 11/9/17. It was distributed to staff on 8/30/17 electronically and School Site Council approved it on 9/19/17. Two-way radios have been provided and surveillance cameras are installed.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/12/2017

This section should be kept to 1-2 paragraphs.

Harvest sits on 20 acres and 53,000 square feet. It contains 36 classrooms at 34,227 sq ft, and 16 restrooms at 3,193 sq ft. The oldest main building was built in 2007. Current enrollment is 630.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace damaged ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Missing light diffuser
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher handle is broken
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	31	27	27	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	1	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.80	♦
Social Worker	0.00	♦
Nurse	0.40	♦
Speech/Language/Hearing Specialist	1.00	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

• Year they were adopted
• Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
• Percent of students who lack their own assigned textbooks and/or instructional materials*
• For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
Science	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, <mark>highlighted yellow,</mark> are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over form last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year <u>15-16</u>, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	$4,310.09	$182.93	$4,127.15	$68,610.83
District	♦	♦	$7,062.53	$69,635
Percent Difference: School Site and District	♦	♦	-41.6	-1.3
State	♦	♦	$6,574	$77,824
Percent Difference: School Site and State	♦	♦	-27.3	-7.6

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year <u>16-17</u>, is correct.

The programs and supplemental services that are provided at the school either through categorical funds or other sources are as follows:

English Language Learners: Teachers are using District adopted curriculum; Wonders. They have been trained on how to use materials for Integrated and Designated ELD with District and on site trainings focusing on ELD strategies to move students up from their current EL levels. Teachers have set aside specific time each day to provide English Language Development (ELD) for those students who are in levels 1-5 as measured by CELDT

testing annually and will look at growth as measured by the new ELPAC. Students are also progress monitored with District EL Benchmarks, grade level common assessments and in class performance.

Special Education Students: Our teachers are using the inclusion model here at Harvest for students who have individual education plans. This means that the Specialized Academic Instruction is both a pull-out and push-in program for mainstreaming students in the general education classroom.

Gifted Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers are part of a 2 year GATE Teacher Certificate program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. A District GATE instructional coach co-teaches and provides support to our classroom teachers to increase rigor and challenge for our GATE cluster classrooms. In addition, a district supplemental enrichment GATE teacher provides additional instruction weekly as well as an annual field trip.

At-Risk Students are identified in the fall before parent conferences in October each year and progress monitored throughout the school year for English Learners as well as all students. Students who are below grade level (strategic - up to two years below) are provided additional help, instruction and re-teaching by the teacher. First, second and third grades have Teaching Fellows who push into the classroom to provide small group support and reading intervention for an hour and a half a day. A pull out program with 30 minutes a day is provided in grades 4th - 6th, based on their reading level to provide additional support to students who are at risk with our Reading Intervention Teacher in 8 week cycles. Math intervention is also provided for grades 1st through 6th grade for 30 minutes a day to work on standards that are not mastered. All students are progress monitored monthly and data is recorded in Google Drive for communication between classroom teacher, Teaching Fellows, Reading Intervention Teacher, Instructional Coach and administration.

After-School Program provides guided reading intervention, homework help and enrichment activities daily after school for 180 students.

Professional Development (2015-16, 2016-17 and 2017-18)
Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Harvest Elementary has a staff development program that consists of weekly early dismissal days for grades TK-6. Every other week on a Principal Day, every teacher participates in staff development after school in a variety of areas to improve their performance and capacity in the classroom. The areas of focus selected for staff development comes from our student needs based on assessment data throughout the year, our teacher observation data, teacher goals, and evaluations. Our primary focuses this year for staff development are in the areas of: strengthening PLCs by making data informed decisions, Increasing Justification and Rigor in all

Subject Areas, Student Engagement Strategies, Calibrating Grading Using Rubrics and English Language Learner Strategies. Staff members will receive professional development at the school site and in addition are sent to full day district and county trainings that are offered throughout the school year in these identified areas.

In addition, grade levels meet twice a week in PLC/data teams to discuss current grade level assessment data. After sharing and discussing their strengths and strategies, they learn from each other and make a plan for the following week. Our instructional coach has on-going collaboration with teachers. Harvest teachers utilize the Co-Plan, Co-teaching Model. Teachers are given additional time with the instructional coach for demonstration lessons, peer observations, mini-lessons and by providing timely and specific feedback to improve and reflect on their teaching strategies. The instructional coach rotates through all teachers classrooms focusing on targeted areas of need. The Principal and the GIA have weekly observations through the classrooms and leave feedback either in writing or in person, or both. Newly hired teachers are also a part of the District's Teacher Induction Program and have weekly meetings with their support provider (mentor teacher) to plan strategies or lessons and debrief. Paraprofessionals in our kinder classes and our Teaching Fellows are provided training at the District Office yearly and on site monthly to stay current on instructional strategies and school policies. Non-instructional support staff have quarterly meetings at the District Office and monthly onsite meetings with administration to go over work performance issues, school concerns and policies.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2016-17)
Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	