Harvest High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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.

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Harvest High School
Street	729 West Main St.
City, State, Zip	Ripon, CA 95366-2320
Phone Number	(209) 599-5009
Principal	Mrs. Suzette Sousa
E-mail Address	ssousa@sjcoe.net
Web Site	http://www.harvesthigh.net
CDS Code	39686500128215

District Contact Information	
District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
E-mail Address	zrobeson@sjcoe.net
Web Site	www.riponusd.net

School Description and Mission Statement (School Year 2018-19)

Harvest High School is a continuation school established in July of 2013. Harvest High serves the rural community of Ripon, a town of over 15,260, located in California's culturally diverse and agriculturally rich Central Valley. Harvest High is one of two high schools in the Ripon Unified School District and students transfer in from Ripon High School. Moderate growth in the area is expected to impact the school, increasing enrollment and diversity.

Our Vision

To provide students with a quality education, the opportunity to recover credits and earn a high school diploma.

Our Mission

To train young adults to be positively connected with their community and prepared to transition to technical careers and/or college.

Belief Statements

At Harvest High, we strongly believe that:
- All students are capable to achieve.
- We must know, understand, embrace, and celebrate cultural and linguistic diversity.
- Comfortable, safe, and and inclusive learning atmosphere dominate both teaching and learning process.
- Our students should assume personal responsibility to actively pursue their goals.
- We need to set high standards for individual behavior that will match our school's vision and mission.
- Parents and community members should be active participants in our school activities.
- It is our duty to provide the EL students with adequate instructional practices that will ensure their accelerated mastery of English.
- Common Core practices must be effectively used in every subject on a daily basis.
- Innovative methods of using Internet technologies should become an integral part of everyday learning.
- Our students should reach graduation being fully prepared to enter the workforce and/or pursue further education in a college of their choice.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	6
Grade 12	24
Total Enrollment	30

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	0.0
White	46.7
Socioeconomically Disadvantaged	56.7
English Learners	26.7
Students with Disabilities	20.0
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	3	2	3	145
Without Full Credential	0	1	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 9-11: Study Sync CA Holt, Rinehart, and Winston; 2005 Literature & Language Art, 6th Course 12: Mastering the California Standards in Reading, Writing, Listening, and Speaking and Universal Access interactive Reading workbook	Yes	0
Mathematics	International Math 1: CPM; 2017 Core Connections Integrated 1 Hardbound & 8 yr. e-book	Yes	0
Science	Biology - AGS, 2000 General Science - AGS 2004	Yes	0
History-Social Science	Pearson Prentice Hall; Economics: Principals in Action; 2007 Government: Magruder's American Government, California; 2006 McDougal Littell; 2006 US History: The Americans, Reconstruction to the 21st Century - CA Edition World History: Modern World History, Patterns of Interaction - CA Edition	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)	Sufficient		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Since the building was constructed in 2002, it hosted Community Day School and later an Independent Study program. Regular upkeep and maintenance allowed the facility to remain in good shape and meet all required safety standards. A second classroom was added when we started Harvest High School in 2013. An emergency escape gate was added in the fall of 2014. A trained, professional staff maintains the building and grounds and keeps up the safety and beauty of the campus.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 2018		
System Inspected	**Repair Status**	**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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	--	59.0	61.84	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	--	42.0	50.98	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Harvest High students do not have the opportunity to participate in CTE programs onsite due to how small the school is and the staff and facilities needed to offer such programs. Students are encouraged to dual enroll at Modesto Junior College where they can explore various career technical education courses for free all the while earning college credits and high school credits.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	na
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	90.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**

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.

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 2018-19)

Parents are invited to our open house to meet the staff, tour the facility and get a feel for what to expect from Harvest and what is expected of their student. They are encouraged to join the Harvest School Site Council, become a Harvest WASC member and join the District Parent Advisory Committee (PAC).

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	11.1	0.0	6.7	2.3	1.4	11.7	10.7	9.7	9.1
Graduation Rate	88.9	93.8	80.0	96.7	98.2	77.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	**District**	**State**
All Students	100.0	84.7	88.7
Black or African American	0.0	77.8	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	93.8	94.9
Filipino	0.0	66.7	93.5
Hispanic or Latino	100.0	84.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	88.2	92.1
Two or More Races	100.0	77.5	91.2
Socioeconomically Disadvantaged	100.0	77.1	88.6
English Learners	33.3	52.9	56.7
Students with Disabilities	50.0	65.6	67.1
Foster Youth	0.0	50.0	74.1

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			District			State		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	12.9	22.5	23.5	4.1	4.2	3.7	3.7	3.7	3.5
Expulsions	0.0	2.5	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan is reviewed once a year or as often as any changes are introduced. Most recently it was reviewed, updated and discussed with faculty on August 10, of 2018. The focus of the update and discussion were some new emergency contacts, improvement of drill procedures and evacuation routes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			**Avg. Class Size**	Number of Classrooms			**Avg. Class Size**	Number of Classrooms		
		1-22	**23-32**	**33+**		**1-22**	**23-32**	**33+**		**1-22**	**23-32**	**33+**
English	2.0	9			3.0	7			4.0	1		
Mathematics	3.0	2			16.0	2			3.0	1		
Science	2.0	5			18.0	1			4.0	1		
Social Science	4.0	8			7.0	4			4.0	1		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	30
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	16915.18	1514.28	15400.90	45892.58
District	N/A	N/A	7517.79	$68,976
Percent Difference: School Site and District	N/A	N/A	68.8	-40.2
State	N/A	N/A	$7,125	$71,392
Percent Difference: School Site and State	N/A	N/A	73.5	-43.5

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 2017-18)

The programs and supplemental services that are available at Harvest High school include:
*Drug/Alcohol/Tobacco Education
*Staff Development
*Special Education
*Home-to-School Transportation
*Instructional Materials
*Anger Management
*Career Exploration

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,176	$45,681
Mid-Range Teacher Salary	$65,267	$70,601
Highest Teacher Salary	$88,111	$89,337
Average Principal Salary (Elementary)	$119,584	$110,053
Average Principal Salary (Middle)	$0	$115,224
Average Principal Salary (High)	$119,128	$124,876
Superintendent Salary	$164,874	$182,466
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.
Ripon Unified is committed to staff development.
2018-19 4 days
2017-18 5 days
2016-17 4 days

Staff input is sought and considered when planning staff development days. District, Site, and Individual professional development plans are completed each year. With Harvest being such a small site and teachers having different schedules most of the professional development gets brought in during staff meetings, so that we are all present and can participate. Attending conferences is encouraged and supported. When members of the staff attend conferences they come back and share what they have learned with the entire staff during staff meetings and during their planning time. We currently have one staff member who is part of the district Technology cadre and another who is part of the high school Math cadre.