

Harvest Ridge Cooperative Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Harvest Ridge Cooperative Charter School
Street	9050 Old State Highway
City, State, Zip	Newcastle, CA 95658
Phone Number	916.259.1425
Principal	Janet Sutton
Email Address	jsutton@harvestridgeschool.org
Website	www.harvestridgeschool.org
County-District-School (CDS) Code	31-66852-0121608

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Harvest Ridge Cooperative Charter School
Phone Number	(916) 259-2832
Superintendent	Denny Rush
Email Address	drush@newcastle.k12.ca.us
Website	www.newcastle.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

As a California public charter, Harvest Ridge Cooperative Charter School provides a variety of unique and personalized services to its students by combining the structure of classroom instruction with the flexibility afforded independent study programs, all within a framework of high academic standards, in a small and supportive school environment. We offer an Independent Study hybrid model and a home study model to meet the varying needs of our families. Each of our programs offers core instruction through experiential learning, technology and virtual instruction, combined with an innovative enrichment program. We are open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements and honoring the uniqueness of each individual, and seek students from diverse backgrounds in order to build a strong, inclusive community and prepare all students for lives in a multicultural society.

Our rigorous, standards-based academic curriculum meets student needs with personalized learning and differentiated curriculum. Our school promotes original and creative outcomes, effective sequencing of tasks and time management, increased ability to collaborate, and student involvement in decision-making.

Mission: Harvest Ridge Cooperative Charter School is committed to collaborating with parents, teachers, and students to provide a high quality student-centered educational experience, which enhances the joy of learning and inspires a commitment to lifelong learning.

Vision: Harvest Ridge Cooperative Charter School is committed to nurturing the whole student by cultivating high academic achievement and strong social development. Students are encouraged to discover and pursue their interests and talents within a compassionate and supportive environment. Our students become self-motivated and confident as they develop 21st Century skills.

Harvest Ridge staff members are enthusiastic, creative, and committed to providing an engaging and relevant education that prepares students to adapt and thrive in a rapidly changing world. Our staff sets high standards, fosters individuality, encourages group collaboration, and differentiates for individual student needs.

Parents are an integral part of our school community. They work collaboratively to support classroom instruction, serve on school committees, participate in campus stewardship, and are active partners in their child's education.

Community connections and global awareness are encouraged through outreach programs, field trips, and service projects.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	27
Grade 1	23
Grade 2	19
Grade 3	21
Grade 4	20
Grade 5	20
Grade 6	15
Grade 7	16
Grade 8	18
Total Enrollment	179

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Filipino	0.6
Hispanic or Latino	7.3
White	90.5
Socioeconomically Disadvantaged	15.6
Students with Disabilities	8.4
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	9	9	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 2: Wilson Foundations K-2 Kindergarten-Explode the Code Kindergarten-Grade 2: Reading A-Z Grades 1/2: Pearson Reading Street - Adopted 201 Grades 3-6: Handwriting Without Tears - Adopted 2010 Grade 3-8: Literature/Novel Units Grades K-8: i-Ready Grades 1-4: Step Up to Writing Grades 1/2: Fountas and Pinnell's Leveled Literacy Grades 3/4: Institute for Excellence in Writing Grades 3/4: Read Theory Grades 5-8: EB Academics	Yes	0%
Mathematics	Kindergarten-Grade 8: Eureka Math - Adopted 2016 Grades 3-6: Prodigy Grades 3-5: Zearn Grades 3/4: Splash Math Grades 5/6: DynaMath	Yes	0%
Science	Kindergarten-Grade 6: Mystery Science Gr K-8: Teacher Created Units Grade 3-8: Discovery Education Science - Adopted 2019 Grade 1/2: Generation Genius Grade 5/6: Super Science	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grade 1-8: TCI History Alive - Adopted 2010 K-2: Scholastic Grades 3-6: Studies Weekly Grades 7/8: Novel Studies	Yes	0%
Health	Openphysed.org	Yes	0%
Visual and Performing Arts	Teacher Performing Arts Musicals/Plays Gr. K, 3-6: Art in Action 2018 K-2, 7/8: Deep Space Sparkle	Yes	0%

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

School Facility Conditions and Planned Improvements

Harvest Ridge Cooperative Charter School's campus in Newcastle, California was built in 1963 and was modernized in the 1980's. The site maintains two portable classrooms to accommodate additional educational programs for the school. The campus enjoys a rural setting, surrounded by trees, a nature trail, and the neighborhood community of Newcastle. Harvest Ridge Cooperative Charter School works with a maintenance team to maintain safe, clean facilities.

Maintenance and Repair

District maintenance and school staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. Additionally, any responsibilities as noted in the lease agreement as the building owner's responsibilities are communicated and completed efficiently. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. Any items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/26/2021

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	72	N/A	50	N/A
Mathematics (grades 3-8 and 11)	54	N/A	63	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	67	N/A	55	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

As a parent cooperative school, parents are an integral part of the Harvest Ridge School program. As their children’s first and most important teacher, parents are involved and supported as participants in home learning activities, including instructing and supervising classroom and Independent Study activities, assigned homework, curriculum-related activities, decisions, and planning.

Parents are encouraged to participate in the classrooms after fingerprint and tuberculosis clearance to assist teachers and students in the learning process. Individual classroom teachers can be contacted to coordinate volunteering in the classrooms and on educational field trips. The Harvest Ridge Parent Teacher Organization (PTO) welcomes parents interested in serving on the PTO Board, participating in meetings, helping organize fundraisers, and participating in student and family experiences both on and off campus. Harvest Ridge's PTO offers a robust Enrichment program for students in all programs, and parents are integral in creating and operating these programs. Parents are invited to assume leadership in school governance by serving on the Board of Directors, which works to formulate major educational and operational policies, approve all personnel contracts, prepare the school's annual budget and monitor the school's fiscal affairs. For further information regarding parent involvement opportunities, interested parties can contact Janet Sutton in the school office.

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 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
Dropout Rate									
Graduation Rate				--	--		82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.9	1.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Harvest Ridge Cooperative Charter School is committed to providing a safe school environment for all students. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee, staff, and Board of Directors review the CSSP throughout the year and conduct school safety inspections annually. The School Safety Plan was reviewed and refined in December 2020 and January 2021, and was approved by the Harvest Ridge Schools Board of Directors on January 12, 2021. The plan was presented to the Newcastle School Board of Trustees on January 13, 2021.

Visitors sign in at the front office and access to the campus is limited when school is in session. All volunteers must have fingerprint and TB clearance in order to volunteer. Students are supervised during lunch and recess, and staff supervision is provided before and after school. Staff and administration monitor the parking lot and drop-off. Early drop-off is discouraged.

There is zero tolerance for harassment and bullying. School-wide positive behavior intervention and support utilizing Love & Logic and the Hawk Wings program is implemented with all students, which includes a positive and responsive approach in teaching behavioral expectations.

Safety Drills

Regular fire, evacuation, and lockdown drills occur throughout the school year and are communicated to parents. Detailed plans are drafted and reviewed after all drills to ensure the safety and well-being of all students in the event of a school-wide emergency. The staff have specific responsibilities during these drills and in the event of an actual emergency. The fire department, law enforcement, and other health and safety specialists are available for many of the drills to provide feedback to administration for continuous improvement in student safety. Each classroom is equipped with first aid and lockdown kits.

Health and Safety

All faculty and staff are certified in first aid and CPR. Additional training is offered for treatment of specific conditions as the need arises. Harvest Ridge employs a nurse to serve its students. Individualized health and safety plans are developed for students who have special medical needs. Copies of these health plans are kept in the main school offices and are accessible to all staff when needed. Electronic copies are also distributed to teachers and administration. Other staff are notified of these health plans as needed when working with students.

All medication, including non-prescription, requires a signed release form from the parent and physician for school personnel to administer the medicine as prescribed in the written statement from the attending physician. Only office personnel are authorized to disburse medication (exception: student may carry inhaler with doctor's approval).

Allergic Reactions

Food and other allergies can be life-threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. Faculty and staff are formally trained in EpiPen/EpiPen Jr allergic reaction injections.

Infectious Disease

Students exhibiting symptoms of contagious illnesses are evaluated in the main school office. Symptoms may include a fever of 100 degrees or higher, diarrhea, and/or vomiting. Students need to be symptom-free for 24 hours before returning to school to ensure the health of all students. Guidelines for school reopening related to COVID-19 are posted on the school's website as part of the COVID-19 Safety Plan.

Communication Systems

Along with regular email and website communication, the school utilizes Remind, which enables timely communication to all families via email and telephone/text to keep families informed in the event of an emergency.

Comprehensive Safety Plan

The comprehensive safety plan includes the learning environment, behavioral expectations, crime statistics, cyber safety, weapons, sexual harassment, dress code, child abuse reporting, suicide prevention policy, ingress, egress, hate crimes, disaster procedures, and public access.

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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	40	5	1	1	21	1	2		13	1		
1	21	2	2									
2	24		5		26		1					
3	23		4						1	2		
4	30	3	3	5	28		1					
5	24	6	3	3	7	6			3	3		
6	14	10	4		8	7	1		5	7		
Other**	25		1		22		1		15	6	2	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	14	3	2		8	3	1					
Mathematics									23		1	
Science	17	2	1	1	8	3	1					
Social Science	17	2	1	1	8	3	1					

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,009.74	\$1,126.63	\$9,136.62	\$65,876.79
District	N/A	N/A	\$10,235.32	\$72,860.95
Percent Difference - School Site and District	N/A	N/A	-11.3	-10.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	16.4	-8.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Harvest Ridge teachers utilize a variety of instructional strategies, including flexible grouping, modeling, guided practice, cooperative learning, and independent practice to address the needs of learners of various levels and modalities. Instructional Aides provide instructional support for most classrooms, working with small groups of students or providing one-to-one support. Specialized Support Teachers, including intervention and special education, provide targeted support and instruction at the next level, on a one-on-one basis or in small groups. Student Intervention Teams (SIT's) convene if a series of progressive interventions and scaffolded instruction do not yield appropriate, measurable student progress.

Harvest Ridge recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Harvest Ridge. The school shall be responsible for the complete implementation of an Individual Education Plan (IEP). The individualized education plans for students with disabilities will reflect appropriate core academic skills, life-long learning skills, and social and interpersonal skill objectives developed in compliance with applicable state and federal laws.

Harvest Ridge also provides enrichment opportunities for students in the areas of art and music, physical education, and STEM enrichment.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,059	\$46,965
Mid-Range Teacher Salary	\$61,101	\$67,638
Highest Teacher Salary	\$87,557	\$88,785
Average Principal Salary (Elementary)	\$119,993	\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$177,919	\$128,853
Percent of Budget for Teacher Salaries	12.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	10

As part of the growth process, opportunities for training and staff development are provided to the administrator, teachers, and classified staff. The following professional development and growth opportunities were offered as follows:

2018-19 School Year: Common Core Mathematics through Eureka Math, GATE support, Universal Design for Learning, and Mindfulness. Professional development was delivered through staff meetings, conference attendance, and individual mentoring. Staff identified PD needs for the year based on student achievement scores from CAASPP in mathematics, data related to student connectedness on campus, and student support needs identified through Student Intervention Team, special education meetings, and staff meetings.

2019-20 School Year: Emphasis this year continues with Common Core Mathematics through Eureka Math, Science, Intervention support, Universal Design for Learning, Non-Violent Crisis Intervention, technology support, and EL support. Student achievement scores from CAASPP in mathematics and school-wide MAP assessments showed a need for continued focus in this area. New tech devices for teachers drove a need to receive professional development designed to maximize use for student achievement. New curriculum was purchased to meet NGSS standards, and teachers received training in the use of the curriculum. Additional student support needs were identified through the Student Intervention Team, special education meetings, and staff meetings.

2020-2021 School Year: Emphasis on use of i-Ready, the new school-wide assessment and support system for students. Specific focus was given to the successful administration of assessments for both home study and classroom students, analyzing data, and support lessons for students. School closures and reopening plans were a focus for much of the PD in the fall. Analysis of student achievement data led to continued support for math achievement for targeted students and was delivered through professional development sessions. Professional development was delivered during regularly scheduled staff meetings.