

Harvest Ridge Cooperative Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School 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
E-mail Address	jsutton@harvestridgeschool.org
Web Site	www.harvestridgeschool.org
CDS Code	31-66852-0121608

District Contact Information	
District Name	Newcastle Elementary School District
Phone Number	916.259.2832
Superintendent	Denny Rush
E-mail Address	drush@newcastle.k12.ca.us
Web Site	www.newcastle.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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, a home study model, and a traditional classroom-based offering. 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 2015-16)

Grade Level	Number of Students
Kindergarten	63
Grade 1	66
Grade 2	62
Grade 3	64
Grade 4	37
Grade 5	37
Grade 6	41
Grade 7	37
Grade 8	24
Total Enrollment	431

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	0.9
Filipino	0.7
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0
White	84.2
Two or More Races	2.3
Socioeconomically Disadvantaged	15.8
English Learners	0.7
Students with Disabilities	8.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	23	24	24
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.1	2.9
All Schools in District	99.0	1.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten-Grade 6: Pearson Reading Street - Adopted 2013 Kindergarten-Grade 5: Handwriting Without Tears - Adopted 2010 Grade 6-8: Literature Units Kindergarten-Grade 8: Core Knowledge Sequence Lexia Learning, Reading Plus	Yes	0%
Mathematics	Kindergarten-Grade 6: Eureka Math - Adopted 2016 Grade 6-8: College Preparatory Mathematics (CPM) - Adopted 2011	Yes	0%
Science	Kindergarten-Grade 6: TCI Science - Adopted 2015 Grade 6-8: Prentice Hall Interactive Science - Adopted 2012 Kindergarten-Grade 8: Core Knowledge Sequence Supplemental Resources: Foss Science Kits, Nancy Larson Science	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Kindergarten-Grade 8: TCI History Alive - Adopted 2010 Kindergarten- Grade 8: Core Knowledge Sequence	Yes	0%
Foreign Language	Sombrero Time Spanish	Yes	0%
Health	https://www.healthteacher.com/	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harvest Ridge Cooperative Charter School's main campus in Newcastle, California was built in 1963, and was modernized in the 1980's. A second portable classroom was added to the campus to accommodate additional educational programs for the school, along with improved ADA access and the addition of a monitored fire alarm system. The campus enjoys a rural setting, surrounded by trees, a nature trail, and the neighborhood community of Newcastle. Harvest Ridge operates a second campus in Rocklin, California that serves students in a more urban, town setting with a campus built in the 1980's, and located in a retail center. This campus enjoys a beautiful green space bordering the building and playground, and boasts frequent wildlife viewings out the back. 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. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 01/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/10/2017				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	76	70	73	44	48
Mathematics	48	56	62	65	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	63	92.7	68.3
	4	38	34	89.5	76.5
	5	38	31	81.6	90.3
	6	39	37	94.9	77.8
	7	37	33	89.2	78.8
	8	21	19	90.5	73.7
Male	3	38	35	92.1	62.9
	4	15	12	80.0	83.3
	5	25	19	76.0	89.5
	6	21	19	90.5	72.2
	7	17	16	94.1	68.8
	8	15	14	93.3	64.3
Female	3	30	28	93.3	75.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	23	22	95.7	72.7
	5	13	12	92.3	91.7
	6	18	18	100.0	83.3
	7	20	17	85.0	88.2
	8	--	--	--	--
Black or African American	3	--	--	--	--
	6	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	58	53	91.4	69.8
	4	36	32	88.9	78.1
	5	31	25	80.7	88.0
	6	35	33	94.3	75.0
	7	29	26	89.7	76.9
	8	18	17	94.4	76.5
Two or More Races	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	54.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	63	92.7	52.4
	4	38	33	86.8	60.6
	5	38	31	81.6	41.9
	6	39	36	92.3	58.8
	7	37	34	91.9	61.8
	8	21	19	90.5	68.4
Male	3	38	35	92.1	57.1
	4	15	11	73.3	54.5
	5	25	19	76.0	52.6
	6	21	18	85.7	70.6
	7	17	16	94.1	75.0
	8	15	14	93.3	78.6
Female	3	30	28	93.3	46.4
	4	23	22	95.7	63.6
	5	13	12	92.3	25.0
	6	18	18	100.0	47.1
	7	20	18	90.0	50.0
	8	--	--	--	--
Black or African American	3	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	58	53	91.4	52.8
	4	36	31	86.1	61.3
	5	31	25	80.7	40.0
	6	35	32	91.4	60.0
	7	29	27	93.1	63.0
	8	18	17	94.4	76.5
Two or More Races	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	54.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	69	85	84	79	82	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	59	53	89.8	84.9
Male	40	34	85.0	91.2
Female	19	19	100.0	73.7
White	49	43	87.8	83.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 PTO's welcome parents interested in serving on a PTO Board, participating in meetings, helping organize fundraisers, and participating in student and family experiences both on and off campuses. Harvest Ridge's PTO's offer 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 Principal Bridget Farren at the Harvest Ridge Newcastle campus, or Principal Jill Godtland at the Harvest Ridge Placer Academy Rocklin campus.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.6	0.8	1.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A focus on safety has given the Harvest Ridge families campuses that are free of violence, drugs, and crime. The Comprehensive School Safety Plans (CSSP) address all components of SB 187. The Site Safety Committees review the CSSP and conduct school safety inspections annually. The School Safety Plans were reviewed and refined in December 2016 and approved in January & February of 2017 by the Harvest Ridge Schools Board of Directors and the Newcastle School Board of Trustees. Completed goals included: a continued refinement of emergency procedures, continuation of character education and student recognition programs, updated school notification system for emergencies, improvement of communication to parents and community through text, email and websites, facility improvement and expansion, and facility maintenance personnel hired. New goals were written in the areas of Growth Mindset education for socio-emotional development, health and safety education, facility upgrade, increased enrichment opportunities, building positive school culture, and developing outdoor play areas.

Safety Drills

Regular fire, evacuation, and lockdown drills occur throughout the school year, and 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 a first aid and lockdown kit.

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 is 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 main school offices. 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.

Communication Systems

Along with regular email and website communication, the school utilizes Remind 101, which enables timely communication to all families via email and telephone to keep families informed in the event of an emergency.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	2	2		17	3	1		17	3	1	
1	20	1	1		23		2		23		2	
2	24		2		24		3		24		3	
3	13	1	1		24		1		24		1	
4	20	1	1		22	1	1		22	1	1	
5	24		1		24		1		24		1	
6	14	1	1		24		2		24		2	
Other					2	1			2	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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												
Mathematics	15	2										
Science												
Social Science												

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	.5	N/A
Other	.1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5998	\$68	\$5930	\$49,911
District	N/A	N/A	\$6799	\$62,817
Percent Difference: School Site and District	N/A	N/A	-12.8	-17.6
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	10.9	-15.7

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

Types of Services Funded (Fiscal Year 2015-16)

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. Intervention Support Teachers provide targeted support and instruction at the next level, on a one-on-one basis or in small groups. Student Study Teams (SST'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 which 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 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 with the Sombrero Time Immersion Spanish Program, art and music instruction, as well as STEM enrichment.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,965	\$41,085
Mid-Range Teacher Salary	\$56,711	\$59,415
Highest Teacher Salary	\$81,267	\$75,998
Average Principal Salary (Elementary)	\$99,498	\$100,438
Average Principal Salary (Middle)	\$99,498	\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$141,200	\$116,069
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both individual school sites to administrators, teachers, and classified staff. The district offered one staff development day during the current school year and 2 days a year for the previous two years where staff members were offered professional growth opportunities in curriculum, teaching strategies, methodologies, report card alignment, Growth Mindset, and Common Core strategies. Harvest Ridge Cooperative Charter School supported teachers attending workshops which support the implementation of school wide and personal professional growth goals, including technology, classroom management, Common Core, Growth Mindset, and mathematics. The emphasis of the current staff development program is on Growth Mindset, Common Core Mathematics, and assessment. Student data from CAASPP testing and District assessments identified a need to increase math competence among our students. As a result, new math curriculum directly aligned to the Common Core was adopted for students in grades K-6. Teachers were provided professional development, training, and model classroom visitations to support successful implementation of the curriculum.