

# Harvest Ridge Cooperative Charter School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Harvest Ridge Cooperative Charter School
<b>Street</b>	9050 Old State Highway
<b>City, State, Zip</b>	Newcastle, CA 95658
<b>Phone Number</b>	916.259.1425
<b>Principal</b>	Janet Sutton
<b>E-mail Address</b>	jsutton@harvestridgeschool.org
<b>Web Site</b>	www.harvestridgeschool.org
<b>CDS Code</b>	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 2017-18)

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 2016-17)**

Grade Level	Number of Students
Kindergarten	60
Grade 1	63
Grade 2	64
Grade 3	61
Grade 4	64
Grade 5	48
Grade 6	37
Grade 7	39
Grade 8	32
<b>Total Enrollment</b>	<b>468</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.4
Hispanic or Latino	8.3
Native Hawaiian or Pacific Islander	0
White	83.5
Two or More Races	2.4
Socioeconomically Disadvantaged	8.8
English Learners	0.4
Students with Disabilities	8.5
Foster Youth	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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	24	24	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Kindergarten-Grade 6: Pearson Reading Street - Adopted 2013 Kindergarten-Grade 5: Handwriting Without Tears - Adopted 2010 Grade 3-8: Literature Units Kindergarten-Grade 6: Wit & Wisdom Kindergarten-Grade 8: Core Knowledge Sequence Lexia Learning	Yes	0%
<b>Mathematics</b>	Kindergarten-Grade 6: Eureka Math - Adopted 2016 Grade 6-8: College Preparatory Mathematics (CPM) - Adopted 2011	Yes	0%
<b>Science</b>	Kindergarten-Grade 8: 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%
<b>History-Social Science</b>	Kindergarten-Grade 8: TCI History Alive - Adopted 2010 Kindergarten- Grade 8: Core Knowledge Sequence	Yes	0%
<b>Foreign Language</b>	Sombrero Time Spanish Organic World Language (OWL)	Yes	0%
<b>Health</b>	<a href="https://www.healthteacher.com/">https://www.healthteacher.com/</a>	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 two additional campuses in Rocklin, California that serve students in a more urban, town setting with campuses built in the 1980's, and located in two separate retail centers. The main campus enjoys a beautiful green space bordering the building and playground, and boasts frequent wildlife viewings out the back, and the Upper Academy campus benefits from close proximity to local parks for physical education. Upgrades to both campuses included updated security and fire monitoring, new carpet and paint, HVAC work, and playground improvements donated through the PTO. 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)**

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: 12/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/11/2017				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	76	75	73	72	48	48
Mathematics (grades 3-8 and 11)	56	54	65	61	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	293	280	95.56	75.36
Male	157	147	93.63	70.75
Female	136	133	97.79	80.45
Hispanic or Latino	25	24	96	70.83
White	244	232	95.08	76.72
Socioeconomically Disadvantaged	26	24	92.31	62.5
Students with Disabilities	28	25	89.29	56

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	293	280	95.56	54.29
Male	157	147	93.63	57.82
Female	136	133	97.79	50.38
Hispanic or Latino	25	24	96	45.83
White	244	232	95.08	53.88
Socioeconomically Disadvantaged	26	24	92.31	54.17
Students with Disabilities	28	25	89.29	32

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	69	85	79	82	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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.

## 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.0	0.0	0.2	0.8	1.4	1.3	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

A focus on safety has nurtured 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 2017 and January 2018, and approved in February of 2018 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, and facility improvement, and expansion. Continued goals include Growth Mindset education for socio-emotional development, Love & Logic training for staff, health and safety education, facility upgrades and procurement, 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 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 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 the 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 and School Messenger, 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 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
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	2014-15				2015-16				2016-17			
	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	17	3	1		21	1	3		16	3	2	
1	23		2		24		2		24		2	
2	24		3		25		3		24		3	
3	24		1		24		2		24		2	
4	22	1	1		24		2		24		3	
5	24		1		17	1	1		18	9		1
6	24		2		18	1	1		23		12	
Other	2	1										

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	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	.5	N/A
Resource Specialist	1	N/A
Other	.3	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$2709	\$41	\$2669	\$50,180
District	N/A	N/A	\$6799	\$65,127
Percent Difference: School Site and District	N/A	N/A	-60.7	-23.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	-59.4	-19.0

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

## Types of Services Funded (Fiscal Year 2016-17)

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 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 and Organic World Language, art and music instruction, middle school electives, as well as STEM enrichment.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,391	\$42,598
Mid-Range Teacher Salary	\$58,734	\$62,232
Highest Teacher Salary	\$84,165	\$80,964
Average Principal Salary (Elementary)	\$93,786	\$102,366
Average Principal Salary (Middle)	\$93,786	\$104,982
Superintendent Salary	\$156,514	\$117,868
Percent of Budget for Teacher Salaries	20%	32%
Percent of Budget for Administrative Salaries	14%	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 2016-17 school year and 2 days a year for the 2015-16 school year 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, assessment and mathematics. The emphasis of the current staff development program is on Growth Mindset, Common Core Mathematics, Love & Logic, literacy, and assessment. Student data from CAASPP testing and local school assessments identified a continued need to increase math competence among our students, as well as continued focus on literacy practices. Teachers were provided support through PLC's, workshop series, and peer coaching.