

# Harvest Ridge Cooperative Charter School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<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>	<a href="mailto:jsutton@harvestridgeschool.org">jsutton@harvestridgeschool.org</a>
<b>Web Site</b>	<a href="http://www.harvestridgeschool.org">www.harvestridgeschool.org</a>
<b>CDS Code</b>	31-66852-0121608

District Contact Information	
<b>District Name</b>	Newcastle Elementary School District
<b>Phone Number</b>	916.259.2832
<b>Superintendent</b>	Kathleen Daugherty
<b>E-mail Address</b>	<a href="mailto:kdaugherty@newcastle.k12.ca.us">kdaugherty@newcastle.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.newcastle.k12.ca.us">www.newcastle.k12.ca.us</a>

## School Description and Mission Statement (Most Recent Year)

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 offering 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 meet 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 2013-14)

Grade Level	Number of Students
Kindergarten	60
Grade 1	52
Grade 2	36
Grade 3	38
Grade 4	29
Grade 5	38
Grade 6	20
<b>Total Enrollment</b>	<b>304</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	1.0
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.3
White	81.3
Two or More Races	4.3
Socioeconomically Disadvantaged	7.6
English Learners	0.0
Students with Disabilities	4.9

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15			
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	85.71	14.29
All Schools in District	85.26	14.74
High-Poverty Schools in District	0.00	100.00
Low-Poverty Schools in District	97.79	2.21

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 2014-15)**

Year and month in which data were collected: 6/05/14

Core Curriculum Area	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 Kindergarten-Grade 5: Handwriting Without Tears Grade 6-8: Literature Units	Yes	0%
Mathematics	Kindergarten-Grade 5: Pearson Envision Math Grade 1-5: McGraw Hill My Math Grade 6-8: CPM	Yes	0%
Science	Kindergarten-Grade 6: Foss Science Kits Grade 6-8: Prentice Hall Interactive Science Kindergarten-Grade 8: Core Knowledge Sequence	Yes	0%
History-Social Science	Kindergarten-Grade 8: TCI History Alive Kindergarten- Grade 8: Core Knowledge Sequence	Yes	0%
Foreign Language	Sombrero Time Spanish	Yes	0%
Health	<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 works closely with Placer County Office of Education to maintain safe, clean and state-conforming facilities. The current school buildings were constructed in 1963 and have been through modernization. Recent remodeling on campus includes the addition of 2 new gates for the back playground, an expanded student lunch area, addition of a storage shed, updating of the sprinkler system for both campus and school garden areas, and new striping added to the parking lot.

**Cleaning Process**

All classrooms and restrooms are cleaned on a daily basis using the guidelines developed by Placer County Office of Education and adopted by the governing board. A more thorough cleaning along with routine maintenance and repairs to buildings and grounds takes place during scheduled vacations and school breaks.

**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. 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 in which data were collected: 1/29/2014				
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	Admin Area: see comments for # 1 Classroom 1: restroom vent fans are outdated and worn out. Many do not work and need to be replaced. Bathrooms are old and need repair or replacement. Classroom 2: same as # 1 Classroom 3: same as # 1 Classroom 4: same as # 1
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof will need to be replaced in 3-5 years.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Upper/Lower Playground: The chain link fence between the upper and lower playground is in poor condition and should be replaced

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

Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	83	83	81	80	82	85	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	85
All Student at the School	81
Male	86
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	84
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	70	75	69	73	79	75	54	56	55
Mathematics	74	74	67	68	76	74	49	50	50
History-Social Science				65	81	70	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	8
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	B	15	-33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			-34
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.6	25.0	38.9

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 (Most Recent Year)

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 Independent Study activities, assigned homework, curriculum related activities, decisions, and planning.

Parents are encouraged to participate in the classrooms after fingerprint clearance to assist teachers and students in the learning process. School staff recruit and train parents to assist teachers and students in the classroom, on educational field trips, and in a variety of non-teaching school enrichment activities. Parents are invited to assume leadership in school governance by serving on the Governance Council, which works to formulate major educational and operational policies, approve all personnel contracts, prepare the school's annual budget and coordinate with the district on the school's fiscal affairs.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.0	0.0	0.0	0.7	0.5	0.6	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

A focus on safety has given the Harvest Ridge families a campus that is free of violence, drugs, and crime. The Comprehensive School Safety Plan (CSSP) addresses all components of SB 187. The Site Safety Committee reviews the CSSP and conducts school safety inspections annually. Evacuation drills are held monthly and evacuation procedures are communicated to parents. The school staff explains policies about safety, behavior expectations, bullying and harassment annually to students and parents. Along with the annual December review and refinement of the Comprehensive Safety Plan, the Safe Schools Plan was also reviewed and refined in January, 2014 and approved in February of 2014 by the Governance Council and the Newcastle School Board of Trustees. Completed goals included: a continued refinement of emergency procedures, classroom first aid and emergency kits for both campuses, refinement of all levels of threat procedures, updated school notification system for emergencies, improvement of communication to parents and community through email and websites, student arrival and departure procedures, and campus safety features updated. New goals were written in the areas of campus safety, evacuation drills, and communication with community support, well as student emotional safety and positive student communication.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

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	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	7.5	2	0	0	12	1			15	2	2	
1					12	1			13	3	1	
2					7	2			18	1	1	
3					12	1			13	2	1	
4					7	2			7	4		
5	1	1	0	0	12	1			19	2	1	1
6					7	2			10	4		
Other												

Note: 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 2013-14)**

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.2	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	.2	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				\$49,911
District	---	---		
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---		-13.8

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Charter School Block grant used to support student learning in the basic and extended education of its students. The school doesn't receive any other specialized state or federal funding. Most classroom teachers have an instructional assistant for a minimum of 30 minutes each day. Special Education funds are spent on services provided to special needs students. The Block grant also supports release time and staff development.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,970
Mid-Range Teacher Salary		\$56,096
Highest Teacher Salary		\$71,434
Average Principal Salary (Elementary)		\$91,570
Average Principal Salary (Middle)		\$97,460
Average Principal Salary (High)		\$99,544
Superintendent Salary		\$107,071
Percent of Budget for Teacher Salaries	41	36
Percent of Budget for Administrative Salaries	10	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

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Newcastle Elementary School District offered opportunities for 2 district-wide staff development days for 2013-14. Harvest Ridge Cooperative Charter School supported teachers attending workshops which support the implementation of school wide and personal professional growth goals. The emphasis of the current staff development program is on project-based instruction and 21st Century skills with a focus on differentiated instruction, Common Core Implementation, Assessment, technology integration with 1-1, Google Apps, web design, and data analysis. In addition, individual staff and teacher groups received additional training in Mac technologies, Google applications, Project Based Learning, Core Knowledge implementation, and Common Core language and writing.