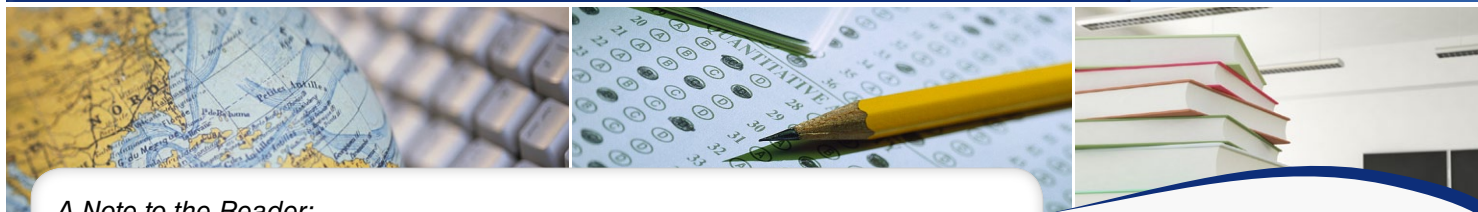


Hart-Ransom Academic Charter School

2012-13 School Accountability Report Card — Published During the 2013-14 School Year



A Note to the Reader:

The Hart-Ransom Academic Charter School's grades served has changed from K-8 to K-11 in the 2012-13 school year.

Principal's Message

Hart-Ransom Academic Charter School has an 18-year history of helping families achieve academic success through home-based schooling. Families that participate in the school program are embraced with a strong focus on academics combined with a warm, supportive, and communicative atmosphere created by the faculty and staff. Onsite and community courses serve to enrich the learning environment for HRACS students.

In March of 2013, HRACS completed a WASC Initial Accreditation process and was granted an initial accreditation. This process allowed the school to evaluate the standards for student-based learning and instruction, the school culture, and the organization as a whole. The staff developed expected school-wide learning results and launched the transition to Common Core State Standards and instructional strategies for 21st century learners.

HRACS continues to grow to meet the needs of students and families in our community. The school introduced secondary education opportunities through Connection Learning by Pearson combined with onsite programs, testing, and support to assist students in reaching their college and career readiness goals. Our staff, parents, and students continue to be the heart of our school. We are Cougars "Bound for Success."

District Mission Statement

The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for lifelong learning through a positive and safe learning environment in partnership with home and community.

School Mission Statement

To support the Hart-Ransom Union School District Mission Statement, the Charter School will provide unique educational opportunities that enhance family life while addressing the needs and concerns of parents and children.

We Value

We believe the practice of the following principles will result in a good-faith environment, manifested in loyalty to each other, and a growing commitment to the Hart-Ransom Academic Charter community.

- Loyalty
- Honesty
- Diligence
- Relationships
- Respect
- Kindness

Parental Involvement

As a homeschool program, parents are integral to the educational program at Hart-Ransom Academic Charter School. The school also encourages parents to volunteer in various capacities and to participate in the Parent Connection group. Hart-Ransom Academic Charter School also offers parent and student workshops covering topics such as reading, writing, mathematics, and teaching with manipulatives. Parent Connection provides opportunities for parents to take an active role in shaping student activities and to oversee fundraising opportunities.

For more information on how to become involved at the school, contact Advisory Teacher Sara Douglas at (209) 523-0401.

David Cline, Principal
E-mail: dcline@hartransom.org

3920 Shoemaker Avenue
Modesto, CA 95358
Phone: (209) 523-0401

CDS Code: 50-71092-6112965
Grades: K-11



Hart-Ransom Union School District

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Governing Board

Jim Cover
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Rich Fultz
Vice President

Joey Gonsalves
Clerk

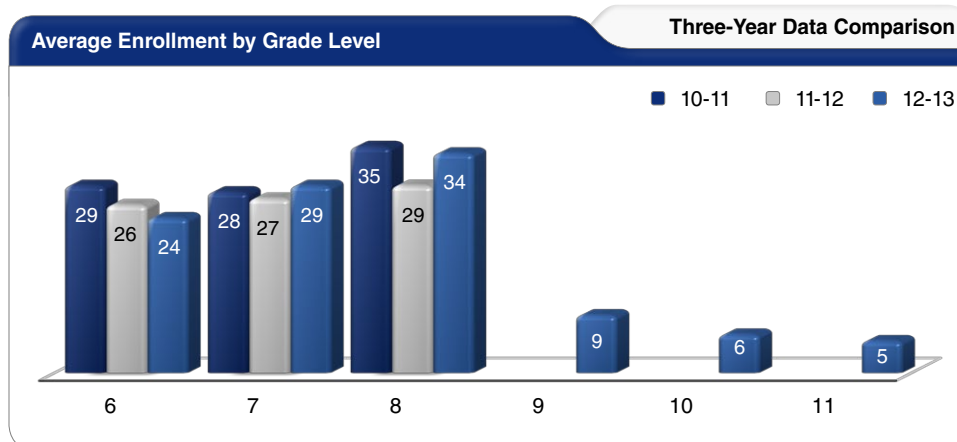
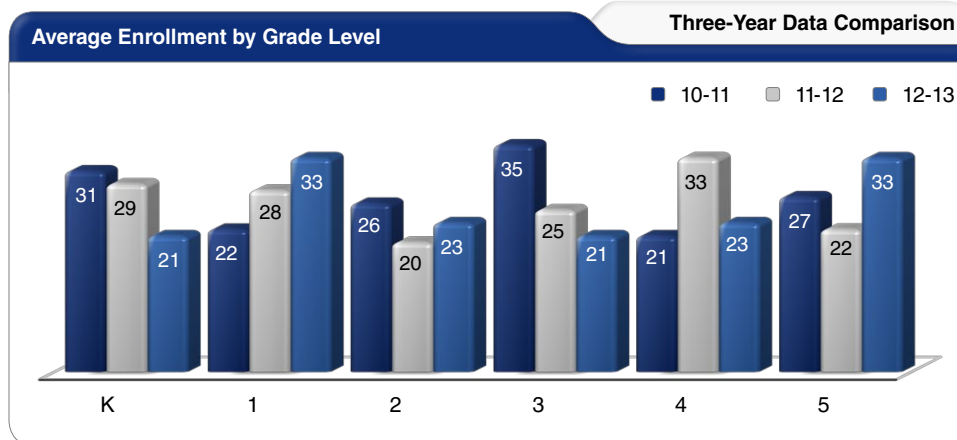
Robin Hennings
Member

Tom Grover
Member

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.

Class Size Distribution

The bar graphs display the three-year data for average enrollment by grade level. Hart-Ransom Academic Charter School is a non-classroom-based, independent study homeschool program. Students are overseen by certificated staff with a pupil-teacher ratio that does not exceed 25:1 or the equivalent pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates. Hart-Ransom Academic Charter School's secondary program was launched in the 2012-2013 school year and grades 9, 10 and 11. The high school program is 90% online utilizing the Connections Learning courses and teachers with some elective onsite and community course vendors including some junior college courses. The school is fully accredited by the Western Association of Schools and Colleges (WASC).



California Physical Fitness Test

California Physical Fitness Test		2012-13 School Year		
Percentage of Students Meeting Fitness Standards	Hart-Ransom Academic CS			
	Grade 5	Grade 7	Grade 9	
Four of Six Standards	13.30%	26.90%	❖	
Five of Six Standards	13.30%	15.40%	❖	
Six of Six Standards	30.00%	26.90%	❖	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels				Three-Year Data Comparison					
	Hart-Ransom Academic CS			Hart-Ransom Union SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	60%	60%	65%	60%	63%	61%	54%	56%	55%
Mathematics	43%	41%	41%	50%	51%	51%	49%	50%	50%
Science	60%	55%	67%	69%	68%	68%	57%	60%	59%
History-Social Science	46%	56%	48%	63%	72%	52%	48%	49%	49%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results	
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	61%	51%	68%	52%
All Students at the School	65%	41%	67%	48%
Male	62%	41%	59%	43%
Female	68%	41%	74%	52%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	59%	31%	61%	42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	69%	47%	70%	52%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	65%	40%	66%	42%
English Learners	❖	❖	❖	❖
Students with Disabilities	45%	27%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	4	4	5
Similar Schools API Rank	2	3	6

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison					
Group	2013 Growth API						Hart-Ransom Academic CS – Actual API Change		
	Hart-Ransom Academic CS		Hart-Ransom Union SD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	187	799	774	815	4,655,989	790	5	12	-5
Black or African American	2	❖	25	768	296,463	708	■	■	■
American Indian or Alaska Native	9	❖	15	682	30,394	743	■	■	■
Asian	3	❖	22	889	406,527	906	■	■	■
Filipino	5	❖	12	872	121,054	867	■	■	■
Hispanic or Latino	37	762	281	784	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	3	❖	4	❖	25,351	774	■	■	■
White	127	820	411	843	1,200,127	853	10	21	-17
Two or More Races	1	❖	4	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	114	786	433	793	2,774,640	743	-23	18	29
English Learners	2	❖	109	763	1,482,316	721	■	■	■
Students with Disabilities	11	666	57	636	527,476	615	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2012-13 School Year
	Hart-Ransom Academic CS	Hart-Ransom Union SD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	★	★

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2013-14 School Year	
	Hart-Ransom Academic CS	Hart-Ransom Union SD	
Program Improvement Status	Not Title I	In PI	
First Year of Program Improvement	✧	2011-2012	
Year in Program Improvement	✧	Year 3	
Number of Schools Identified for Program Improvement		1	
Percent of Schools Identified for Program Improvement		100.00%	

✧ Not applicable.

★ Hart-Ransom Charter School did not have 12th grade students in the 2012-13 school year. Our first group of 12th grade students will take place in the 2013-14 school year. Therefore, there will not be graduation data prior to 2012-13.

School Safety

A comprehensive School Site Safety Plan, which is reviewed annually by the Hart-Ransom Union School District, is in place to ensure a secure, peaceful, and clean environment for the school community. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted regularly; fire drills are held monthly, and earthquake and campus secure drills are held twice a year. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in December 2012.

For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds and during attendance hours. All visitors must sign-in at the office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Hart-Ransom Academic CS			
	10-11	11-12	12-13
Suspension Rates	0.00%	0.00%	0.00%
Expulsion Rates	0.00%	0.00%	0.00%
Hart-Ransom Union SD			
	10-11	11-12	12-13
Suspension Rates	0.00%	7.28%	4.13%
Expulsion Rates	0.00%	0.19%	0.00%

California High School Exit Exam Grade Ten Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Hart-Ransom Charter School.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
Hart-Ransom Academic CS	★	★	100%	★	★	100%
Hart-Ransom Union SD	★	★	100%	★	★	100%
California	59%	56%	57%	56%	58%	60%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information Web page at admission.universityofcalifornia.edu/.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: (1) specific high school courses, (2) grades in specified courses and test scores, and (3) graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit dq.cde.ca.gov/dataquest.

UC/CSU Admission	2011-12 and 2012-13 School Years	
	Hart-Ransom Academic CS	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13	★	
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12	★	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

★ Hart-Ransom Charter School did not have high school students before the 2012-13 school year. Our first group of 12th grade students will take place in the 2013-14 school year. Therefore, this high school data does not apply.

"Onsite and community courses serve to enrich the learning environment for HRACS students."

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient, and Not Proficient.



Career Technical Education Programs and Participation

No information is available regarding Career Technical Education Programs for Hart-Ransom Charter School. This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Hart-Ransom Academic CS	
2012-13 Participation	
Number of Pupils Participating in CTE	★
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	★
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	★

Completion of High School Graduation Requirements

This table displays school, District, and California data for the number of students in the most recent graduating class who met all State and local graduation requirements for grade 12 completion, including having passed both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) or received a local waiver or State exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Hart-Ransom Academic CS	Hart-Ransom Union SD	California
All Students	★	★	418,598
Black or African American	★	★	28,078
American Indian or Alaska Native	★	★	3,123
Asian	★	★	41,700
Filipino	★	★	12,745
Hispanic or Latino	★	★	193,516
Native Hawaiian or Pacific Islander	★	★	2,585
White	★	★	127,801
Two or More Races	★	★	6,790
Socioeconomically Disadvantaged	★	★	217,915
English Learners	★	★	93,297
Students with Disabilities	★	★	31,683

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates		Three-Year Data Comparison				
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
Hart-Ransom Academic CS	★	★	★	★	★	★
Hart-Ransom Union SD	★	★	★	★	★	★
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

Professional Development

For the past three school years, Hart-Ransom Charter School offered three days each year dedicated to staff development days for advisory teachers and staff. Staff members also build teaching skills and concepts through participation in occasional conferences and workshops.

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★ Hart-Ransom Charter School did not have high school students before the 2012-13 school year. Our first group of 12th grade students will take place in the 2013-14 school year. Therefore, this high school data does not apply.



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2012-13 School Year	
Percent of Total Enrollment Enrolled in AP Courses	0.20%
Number of AP Courses Offered at the School	30
Number of AP Courses by Subject	
Computer Science	2
English	4
Fine and Performing Arts	2
Foreign Language	2
Mathematics	6
Science	6
Social Science	8



Types of Services Funded

HRACS does not receive categorical funds such as Title I, Peer Assistance & Review, Gifted & Talented, Class Size Reduction, etc.

Textbooks and Instructional Materials

Hart-Ransom Union School District held a public hearing Oct. 10, 2013, and determined each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English Learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

An administrator and teachers form the Curriculum Committee, which establishes selection criteria based on test results, State standards, State-adopted lists, and piloting of certain curriculum. This committee makes recommendations to the Board of Trustees for final adoption.

The school utilizes the online Accelerated Reader Program, which provides a variety of reference books, assessment materials, and reading tools for student and teacher use. Over 10,000 quizzes are available to our students. The school also utilizes Discovery Education Streaming Plus to supplement and enrich student learning experiences.

Hart-Ransom Charter School has 30 computers in the classroom, as well as 10 computers in the Accelerated Reader Lab, all of which have high-speed Internet access. Although most families have home computers, the school has a limited supply of computers available for students to check-out.

The Education Center is stocked with a collection of instructional materials including books, videotapes, audiotapes, DVDs, and educational programs on CD-ROM and DVD for student use. Students are also encouraged to use the public library for additional instructional materials.

All students in visual and performing arts classes (which include painting, drawing, dance, band, choir, music exploration, guitar, keyboard, and theater) have access to the appropriate textbooks and instructional materials. Hart-Ransom Charter offers the following visual and performing arts classes: ceramics, painting, drawing, dance, band, choir, music exploration, guitar, piano, keyboard, and theater.

Textbooks and Instructional Materials List			2013-14 School Year
Subject	Textbook	Adopted	
English-Language Arts	California Treasures (K-5)	2010	
English-Language Arts	Prentice Hall (6-8)	2002	
Mathematics	Houghton-Mifflin (K-6)	2009	
Mathematics	Saxon (K-6)	2001	
Mathematics	McDougal Littell (6-8)	2004	
Science	McGraw-Hill (K-5)	2002	
Science	Glencoe/ McGraw-Hill (6-8)	2002	
History-Social Science	Macmillan/McGraw-Hill (1-4)	2005	
History-Social Science	Harcourt Brace (5-6)	2005	
History-Social Science	Harcourt Brace (7)	2005	
History-Social Science	Holt, Rinehart & Winston (8)	2005	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2013-14 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2013-14 School Year	
Data Collection Date	10/2013

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

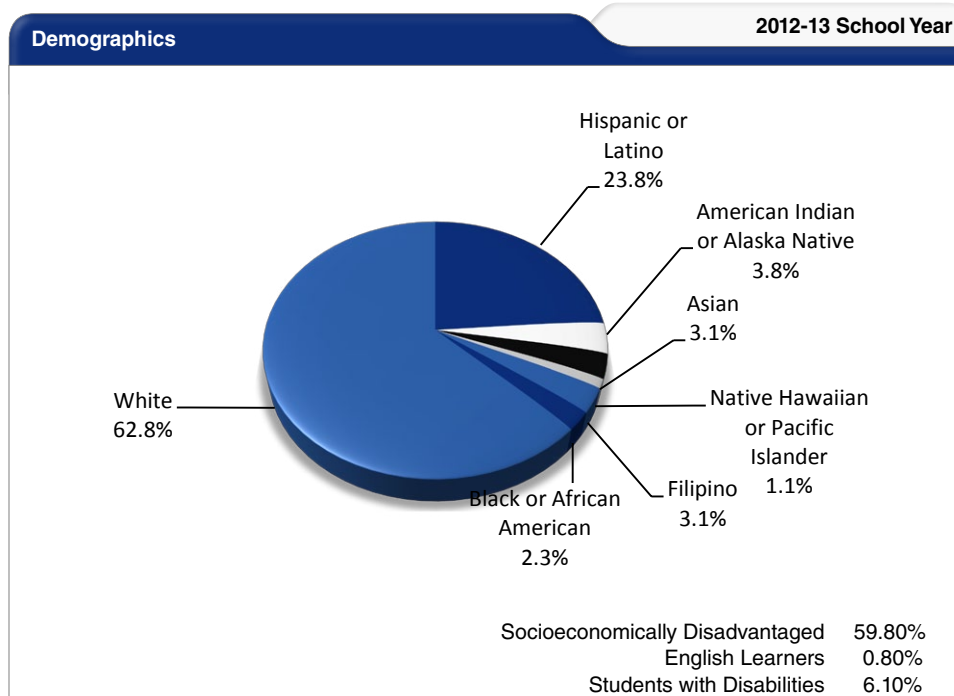
School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions		Exemplary	
Date of the Most Recent School Site Inspection		07/11/2013	
Date of the Most Recent Completion of the Inspection Form		07/11/2013	

Enrollment by Student Group

The total enrollment at the school was 261 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



School Facilities

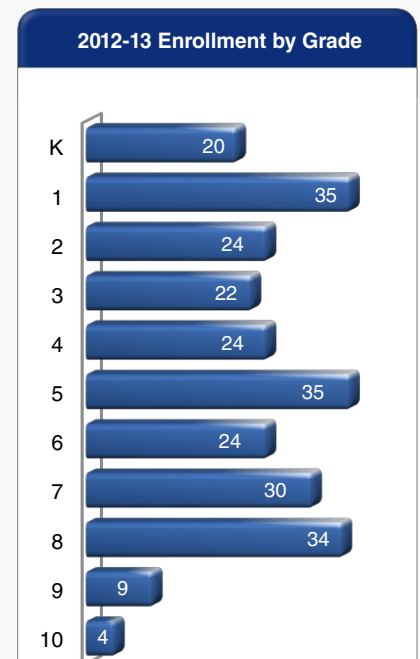
Hart-Ransom Charter School provides a safe and secure campus for students, staff, and volunteers. The school opened in 1995 and currently includes a library and four classrooms. The Hart-Ransom Charter School site is currently in the process of expanding. Phase III of our District expansion has just been completed. We now have a much larger facility in which to hold classes simultaneously as well as a beautiful gymnasium we share with the Elementary school in our District. Our campus has locking gates that require a key entry and system where all visitors coming on campus must check in and out in order to be permitted within the gates.

Cleaning Process: The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office. The principal works daily with the custodial staff of three to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair: District maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	Hart-Ransom Union SD	Hart-Ransom Academic CS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	50	13	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Hart-Ransom Academic CS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Hart-Ransom Academic CS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.



"HRACS continues to grow to meet the needs of students and families in our community."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.66
Ratio of Students Per Academic Counselor	395:1
Support Staff	
Social/Behavioral or Career Development Counselors	FTE
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.66
Resource Specialist (non-teaching)	0.50

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data			2011-12 Fiscal Year	
	Hart-Ransom Union SD	Similar Sized District		
Beginning Teacher Salary	\$41,168	\$38,719		
Mid-Range Teacher Salary	\$57,037	\$55,636		
Highest Teacher Salary	\$82,703	\$70,796		
Average Elementary School Principal Salary	\$53,074	\$90,283		
Average Middle School Principal Salary	\$66,279	\$94,674		
Average High School Principal Salary	◇	\$85,183		
Superintendent Salary	\$128,666	\$104,271		
Teacher Salaries — Percent of Budget	43.68%	35.47%		
Administrative Salaries — Percent of Budget	5.30%	6.54%		

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary		
Hart-Ransom Academic CS	\$6,071	\$69,877		
Hart-Ransom Union SD	\$6,486	\$64,103		
California	\$5,537	\$57,720		
School and District — Percent Difference	-6.4%	+9.0		
School and California — Percent Difference	+9.6%	+21.1%		

◇ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$6,077
Expenditures Per Pupil From Restricted Sources	\$6
Expenditures Per Pupil From Unrestricted Sources	\$6,071
Annual Average Teacher Salary	\$69,877



Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2013.

School Accountability Report Card

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