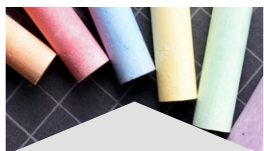


SARC



OUR
MESSAGE



OUR
SCHOOL



OUR
TEACHERS

Hart-Ransom Academic Charter School

2014-15
School Accountability Report Card

Published in 2015-16



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Principal's Message

Since 1995, Hart-Ransom Academic Charter School (HRACS) has been 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. On-site and community courses serve to enrich the learning environment for HRACS students. Students participate in art, music, robotics, computer programming and coding, gymnastics, martial arts, and a host of other enrichment programs.

HRACS is a fully Western Association of Schools and Colleges (WASC) accredited grades TK-12 school with a resilient instructional program based on the philosophy that all students can learn and achieve success. Our program ensures learning through 21st-century skills of communication, collaboration, creativity and critical thinking allowing students to meet and exceed California State Standards. We have aligned our Local Accountability Control Plan (LCAP) to address the needs of California state standards, technology demands and well-rounded student-learning goals. Our staff, parents, and students continue to be the heart of our school. We are Cougars "Bound for Success."

School Mission Statement

To support the Hart-Ransom Union School District mission statement, Hart-Ransom Academic 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 Irene Gardner at (209) 523-0401.

Professional Development

In the 2012-13 and 2013-14 school years Hart-Ransom Academic Charter School provided three days each year dedicated to staff development for advisory teachers and staff. Staff members also build teaching skills and concepts through participation in conferences and workshops and through professional learning communities.

In the 2014-15 school year, five days were dedicated to professional development. The Professional Development days for advisory teachers and staff focus on implementation of new standards, improved instructional practices, methods for supporting home-based learners, and meeting curricular and programmatic goals. Additionally, teachers and staff participate in a variety of conferences, workshops and gain knowledge through professional learning communities with the teaching staff meeting weekly and the entire school staff meeting monthly. In 2015, teachers districtwide participated in training on Next Generation Science Standards and the implementation of the new science standards.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Hart-Ransom CS	3 days	5 days	5 days



School Accountability Report Card

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.

Governing Board

Rich Fultz
President

Jim Cover
Vice president

Sandy Riggins
Clerk

Seth Renicker
Member

Sid Miller
Member

District Mission Statement

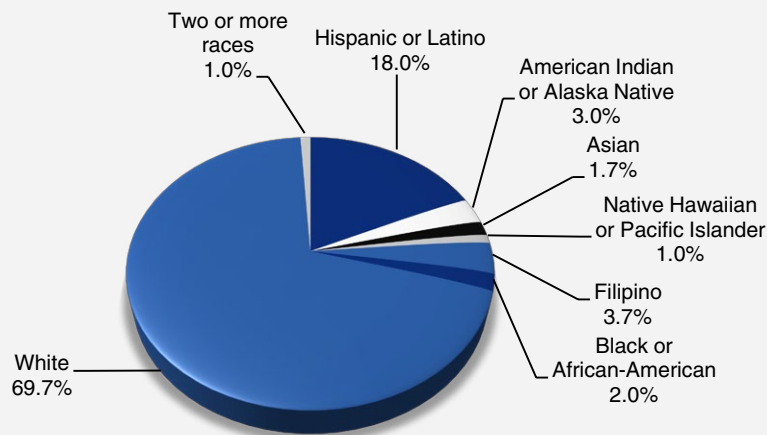
The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for lifelong learning through a positive and safe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

Enrollment by Student Group

The total enrollment at the school was 300 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

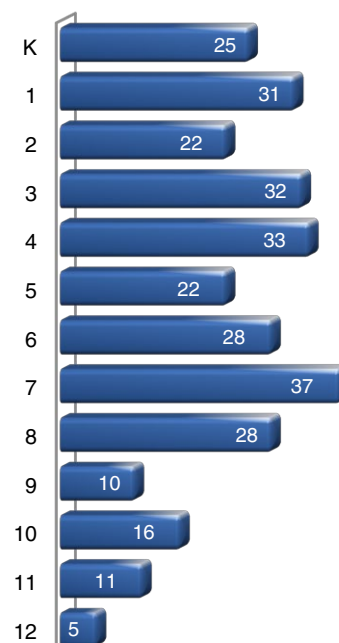


Socioeconomically disadvantaged 42.7% English learners 0.7% Students with disabilities 6.0% Foster Youth 0.0%

Enrollment by Grade

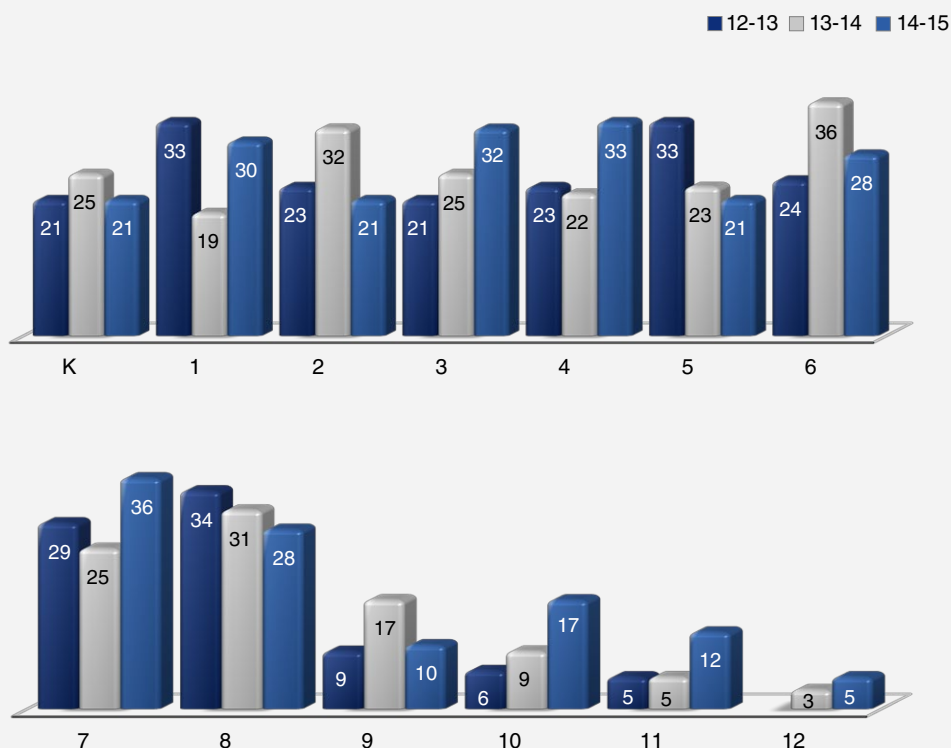
The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Average Class Size

Three-Year Data



Class Size Distribution

The bar graphs display the three-year data for average enrollment by grade level. Hart-Ransom Academic Charter School is a nonclassroom-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 2012-13 school year for grades 9, 10 and 11. The high school program is 90 percent online utilizing the Connections Learning courses and teachers with some elective on-site and community course vendors including some junior college courses. The school is fully accredited by the Western Association of Schools and Colleges (WASC).



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:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	Hart-Ransom CS	Hart-Ransom USD	California
Met overall AYP	No	Yes	Yes
Met participation rate:			
English language arts	No	Yes	Yes
Mathematics	No	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	▲	○	Yes

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 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. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 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		2015-16 School Year
	Hart-Ransom CS	Hart-Ransom USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement	◇	Year 3
Number of Title I schools currently in Program Improvement	1	
Percentage of Title I schools currently in Program Improvement	100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

▲ The school and district are not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.

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



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.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	31.6%
Five of six standards	15.8%
Six of six standards	21.1%
Grade 7	
Four of six standards	9.1%
Five of six standards	12.1%
Six of six standards	45.5%
Grade 9	
Four of six standards	❖
Five of six standards	❖
Six of six standards	❖

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Hart-Ransom CS			Hart-Ransom USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	67%	64%	63%	67%	74%	66%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	66%	
All students at the school	63%	
Male	64%	
Female	68%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	61%	
Two or more races	❖	
Socioeconomically disadvantaged	68%	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	❖	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards				2014-15 School Year
Subject	Hart-Ransom CS		Hart-Ransom USD	California
English language arts/literacy	47%		44%	44%
Mathematics	30%		28%	33%

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

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). 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 CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8 and 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	31	93.9%	42%	19%	19%	19%
Male		11	33.3%	45%	18%	18%	18%
Female		20	60.6%	40%	20%	20%	20%
Black or African-American		3	9.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	18.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	57.6%	42%	21%	11%	26%
Two or more races		2	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		17	51.5%	65%	12%	24%	0%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	6.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	31	93.9%	52%	23%	10%	16%
Male		11	33.3%	55%	9%	18%	18%
Female		20	60.6%	50%	30%	5%	15%
Black or African-American		3	9.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	18.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	57.6%	63%	16%	5%	16%
Two or more races		2	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		17	51.5%	76%	18%	0%	6%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	6.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	29	87.9%	38%	34%	10%	17%
Male		17	51.5%	41%	41%	6%	12%
Female		12	36.4%	33%	25%	17%	25%
Black or African-American		2	6.1%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		2	6.1%	❖	❖	❖	❖
Hispanic or Latino		4	12.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	57.6%	37%	37%	5%	21%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		14	42.4%	50%	29%	7%	14%
English learners		1	3.0%	❖	❖	❖	❖
Students with disabilities		5	15.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	29	87.9%	28%	55%	7%	10%
Male		17	51.5%	18%	71%	6%	6%
Female		12	36.4%	42%	33%	8%	17%
Black or African-American		2	6.1%	❖	❖	❖	❖
American Indian or Alaska Native		2	6.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		2	6.1%	❖	❖	❖	❖
Hispanic or Latino		4	12.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	57.6%	21%	58%	11%	11%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		14	42.4%	43%	43%	0%	14%
English learners		1	3.0%	❖	❖	❖	❖
Students with disabilities		5	15.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	21	17	81.0%	35%	29%	29%	6%
Male		11	52.4%	36%	36%	27%	0%
Female		6	28.6%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		0	0.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	76.2%	31%	31%	31%	6%
Two or more races		1	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	52.4%	36%	27%	27%	9%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		1	4.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	21	17	81.0%	29%	35%	24%	12%
Male		11	52.4%	27%	36%	27%	9%
Female		6	28.6%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		0	0.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	76.2%	25%	38%	25%	13%
Two or more races		1	4.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	52.4%	27%	45%	9%	18%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		1	4.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	25	89.3%	16%	44%	32%	8%
Male		13	46.4%	15%	38%	38%	8%
Female		12	42.9%	17%	50%	25%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.6%	❖	❖	❖	❖
Filipino		3	10.7%	❖	❖	❖	❖
Hispanic or Latino		3	10.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	3.6%	❖	❖	❖	❖
White		17	60.7%	18%	41%	29%	12%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		9	32.1%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	7.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	25	89.3%	52%	24%	20%	4%
Male		13	46.4%	38%	38%	15%	8%
Female		12	42.9%	67%	8%	25%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	3.6%	❖	❖	❖	❖
Filipino		3	10.7%	❖	❖	❖	❖
Hispanic or Latino		3	10.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	3.6%	❖	❖	❖	❖
White		17	60.7%	53%	18%	29%	0%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		9	32.1%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	7.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	34	94.4%	15%	24%	47%	15%
Male		16	44.4%	31%	13%	44%	13%
Female		18	50.0%	0%	33%	50%	17%
Black or African-American		1	2.8%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.8%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	2.8%	❖	❖	❖	❖
Hispanic or Latino		8	22.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	2.8%	❖	❖	❖	❖
White		21	58.3%	19%	19%	43%	19%
Two or more races		1	2.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	36.1%	0%	31%	69%	0%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	5.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	34	94.4%	12%	32%	35%	21%
Male		16	44.4%	19%	25%	31%	25%
Female		18	50.0%	6%	39%	39%	17%
Black or African-American		1	2.8%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.8%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	2.8%	❖	❖	❖	❖
Hispanic or Latino		8	22.2%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	2.8%	❖	❖	❖	❖
White		21	58.3%	10%	33%	38%	19%
Two or more races		1	2.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		13	36.1%	8%	23%	54%	15%
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		2	5.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	25	89.3%	16%	24%	56%	4%
Male		10	35.7%	❖	❖	❖	❖
Female		15	53.6%	7%	33%	60%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	7.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		5	17.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	3.6%	❖	❖	❖	❖
White		17	60.7%	12%	24%	59%	6%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	39.3%	9%	18%	64%	9%
English learners		1	3.6%	❖	❖	❖	❖
Students with disabilities		1	3.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	28	25	89.3%	56%	32%	8%	4%
Male		10	35.7%	❖	❖	❖	❖
Female		15	53.6%	53%	40%	7%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		2	7.1%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		5	17.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	3.6%	❖	❖	❖	❖
White		17	60.7%	47%	35%	12%	6%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		11	39.3%	45%	55%	0%	0%
English learners		1	3.6%	❖	❖	❖	❖
Students with disabilities		1	3.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	12	10	83.3%	❖	❖	❖	❖
Male		6	50.0%	❖	❖	❖	❖
Female		4	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	8.3%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		0	0.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	75.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	16.7%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	12	10	83.3%	❖	❖	❖	❖
Male		6	50.0%	❖	❖	❖	❖
Female		4	33.3%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	8.3%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		0	0.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	75.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	16.7%	❖	❖	❖	❖
English learners		0	0.0%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Hart-Ransom CS	❖	❖	65%	❖	❖	41%
Hart-Ransom USD	80%	70%	65%	60%	50%	41%
California	57%	56%	58%	60%	62%	59%

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 No Child Left Behind (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. *

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	35%	47%	18%	59%	24%	18%
All students at the school	35%	47%	18%	59%	24%	18%
Male	31%	54%	15%	54%	23%	23%
Female	❖	❖	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	38%	50%	13%	56%	25%	19%
Two or more races	❖	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖	❖
English learners	❖	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

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

❖ Information is not available at this time.

Career Technical Education Programs

HRACS participates in the Regional Occupational Program (ROP) classes offered through Modesto City Schools. The link to the ROP program information is <http://mcs.monet.k12.ca.us/parents/career/MCSPages/ROP.aspx>. Current classes available to HRACS students in grades 9-12 include:

- Automotive Technician
- Computer Programming
- Construction Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Electrical Technology
- Employment Opportunities
- Fashion Merchandising and Design
- Advanced Fashion Merchandising and Design
- Graphic Communications Lab
- Hospital/Health Service Occupations
- Ancillary Hospital/Health Occupations
- Introduction to Fire Protection
- Launch Your Own Business
- Medical Office Occupations
- Nursing Assistant Pre-Certification
- Retail Sales
- Sheet Metal and Industrial Fabrication
- Small Engine Repair
- Structural Ag Welding
- Teaching and Learning

Distance Learning courses in CTE offered through Connections Learning and available to HRACS students in grades 9-12 include:

- Accounting I
- Accounting II
- Administrative Duties and Office Management
- Anatomy and Physiology
- Business Communication
- Business Information Systems
- Business Law
- Business Math
- Criminal Investigation
- Developmental Writing
- Health, Safety & Nutrition
- Human Resource Management
- Introduction to Business
- Introduction to Communication
- Introduction to Criminal Justice
- Introduction to Early Childhood Education
- Introduction to Finance
- Introduction to Homeland Security
- Introduction to Law
- Introduction to Medical Assisting
- Introduction to Psychology
- Introduction to Sociology
- Introduction to the Paralegal Profession
- Introductory Astronomy
- Java Programming I
- Java Programming II
- Leadership and Supervision in Business
- Medical Law and Ethics
- Medical Terminology
- Principles of Management
- Principles of Marketing
- Public Speaking
- Research Methods

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2014-15 Participation
		Hart-Ransom CS
Number of pupils participating in CTE		9
Percentage of pupils who completed a CTE program and earned a high school diploma		50%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0%

Public Internet Access

WiFi and Broadband internet access is available through the district. Internet access is also 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-serve 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.

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 <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to 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 <http://data1.cde.ca.gov/dataquest>.

UC/CSU Admission	
Hart-Ransom CS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2013-14	9.03%
Percentage of graduates who completed all courses required for UC/CSU admission in 2012-13	0.00%



"Since 1995, Hart-Ransom Academic Charter School has been helping families achieve academic success through home-based schooling."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages 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 CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Hart-Ransom CS	Hart-Ransom USD	California
All students	100.00%	100.00%	84.60%
Black or African-American	❖	❖	76.00%
American Indian or Alaska Native	❖	❖	78.07%
Asian	❖	❖	92.62%
Filipino	❖	❖	96.49%
Hispanic or Latino	❖	❖	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	100.00%	100.00%	89.93%
Two or more races	❖	❖	82.80%
Socioeconomically disadvantaged	100.00%	100.00%	81.36%
English learners	❖	❖	50.76%
Students with disabilities	❖	❖	61.28%
Foster youth	◇	◇	◇

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Hart-Ransom CS	★	★	100.00%	★	★	0.00%
Hart-Ransom USD	★	★	100.00%	★	★	0.00%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

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

◇ Information is not available at this time.

★ Hart-Ransom Charter School did not have high school students before the 2012-13 school year.



Advanced Placement Courses

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

Advanced Placement Courses

2014-15 School Year

Percentage of total enrollment enrolled in AP courses	0.40%
Number of AP courses offered at the school	16

Number of AP Courses by Subject

Computer science	1
English	2
Fine and performing arts	1
Foreign language	1
Mathematics	3
Science	2
Social science	6



"Our staff, parents, and students continue to be the heart of our school."



Textbooks and Instructional Materials

Hart-Ransom Union School District held a public hearing on September 10, 2015, 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 Board of Education Content Standards and Frameworks and have been approved by the BOE.

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. More than 10,000 quizzes are available to our students. The school also utilizes Discovery Education Streaming Plus Digital Media to supplement and enrich student learning experiences. A wide variety of other online tools such as Typing Pal and Khan Academy are available for student use.

Hart-Ransom Charter School has 75 computers in the classrooms, as well as 10 computers in the Accelerated Reader Lab, all of which have high-speed Internet access. Hart-Ransom is a "Google School" and embeds the use of Google Apps for Education for student use.

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 elective classes (which include ceramics, painting, drawing, dance, band, choir, music exploration, guitar, keyboard, robotics, programming and theater) have access to the appropriate textbooks and instructional materials.

The school will be evaluating English language arts curriculum during the 2015-16 school year for adoption in 2016.

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
English language arts	<i>California Treasures</i> (K-5)	2010
English language arts	Prentice Hall (6-8)	2002
English language arts	<i>Spotlight on Literature</i> , Macmillan/McGraw-Hill (6-8)	2000
English language arts	Pathways to Reading (K-3)	1995
Mathematics	<i>My Math</i> , McGraw-Hill (K-6)	2015
Mathematics	Saxon (1-6)	2001
Mathematics	California Math, Glencoe (6-8)	2015
Mathematics	<i>Mathematics</i> , Modern Curriculum Press (K-6)	2000
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

A complete catalog and list of available curriculum may be viewed online at:
www.hart-ransomcharter.com/Hart-Ransom_Charter_Home_School_of_Modesto/Class_Curriculum_files/2014-2015%20Curriculum%20Catalog.pdf

Currency of Textbook Data

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

Currency of Textbook Data

2015-16 School Year

Data collection date	9/2015
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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

2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Quality of Textbooks

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

Quality of Textbooks

2015-16 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



"On-site and community courses serve to enrich the learning environment for HRACS students."



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 and 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		2015-16 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			2/20/2015
Date of the most recent completion of the inspection form			2/20/2015

School Facilities

Hart-Ransom Charter School provides a safe and secure campus for students, staff and volunteers. The school opened in 1995. The school moved into new buildings in 2012, which includes an office, library and four classrooms. The gymnasium and outside field areas are shared with the elementary school in our district. Our campus has locking gates that require a key entry and a 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 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.

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 including fire, earthquake and campus security drills. The school safety plan was last reviewed, updated and discussed with the school faculty in December 2015.

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, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Hart-Ransom CS			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Hart-Ransom USD			
	12-13	13-14	14-15
Suspension rates	4.1%	6.5%	2.8%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

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		
	Hart-Ransom USD	Hart-Ransom CS		
Teachers	15-16	13-14	14-15	15-16
With full credential	57	12	12	14
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	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		
		Hart-Ransom CS		
Teachers		13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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		2014-15 School Year	
	Percentage of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Hart-Ransom CS	100.00%	0.00%	
All schools in district	100.00%	0.00%	
High-poverty schools in district	100.00%	0.00%	
Low-poverty schools in district	✧	✧	

✧ Not applicable.



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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	44
Support Staff	
	FTE
Social/behavioral or career development counselors	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.75
Other	FTE
Paraprofessional	0.50

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 California Department of Education (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 website 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		2013-14 Fiscal Year
	Hart-Ransom USD	Similar Sized District
Beginning teacher salary	◇	\$39,948
Midrange teacher salary	◇	\$57,401
Highest teacher salary	◇	\$73,183
Average elementary school principal salary	◇	\$94,578
Average middle school principal salary	◇	\$97,400
Superintendent salary	◇	\$112,657
Teacher salaries: percentage of budget	43%	35%
Administrative salaries: percentage of budget	6%	7%

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		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom CS	\$5,358	\$66,925
Hart-Ransom USD	\$5,853	\$63,940
California	\$5,348	\$59,180
School and district: percentage difference	-8.5%	+4.7%
School and California: percentage difference	+0.2%	+13.1%

◇ Information is not available at this time.

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 and comparisons of the school to the district, the county and the state, 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. 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 2015.

Types of Services Funded

HRACS does not receive categorical funds such as Title I, Peer Assistance and Review, Gifted and Talented Education (GATE), Class Size Reduction, etc.

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$5,467
Expenditures per pupil from restricted sources	\$109
Expenditures per pupil from unrestricted sources	\$5,358
Annual average teacher salary	\$66,925



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.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.