



Hart-Ransom Elementary School

Soar Into Tomorrow

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Grades TK-8
CDS Code 50-71092-6052542

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SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Hart-Ransom Union SD

Hart-Ransom Union School District ▪ 3920 Shoemake Avenue Modesto, CA 95358 ▪ www.hartransom.org

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Principal's Message

Hart-Ransom Elementary School is proud of our academic strength and our long-standing community history. The TK-8 campus is located in a rural setting on the west side of Modesto. The school is rich in family history; many of our students are third, and fourth-generation Hart-Ransom students. Hart-Ransom is also rich in diversity, and all students and their families become part of the Hart-Ransom family.

The staff consists of a single principal; a vice principal; 42 certificated classroom and support teachers; and approximately 28 classified staff members who serve as instructional aides, bus drivers, maintenance workers, secretaries, yard supervisors, and kitchen staff. Each grade level has three to four classrooms, and the grades 6-8 are departmentalized.

Hart-Ransom Elementary School boasts a strong instructional program based in the learning philosophy that all students can and will learn. Our highly qualified, dedicated staff works effectively with students, facilitating high achievement for all. Implementation of the California Common Core State Standards ensures that students learn through the 21st-century skills of communication, collaboration, creativity and critical thinking. Technical and project-based learning prepare students for college and career challenges in their future. A technology coach works with students and teachers to integrate technology into the classroom curriculum. A visual and performing arts program has been implemented for grades 4-6 three times per week. After-school tutoring is provided for students with academic needs three days per week.

Many extracurricular academic activities enrich the learning of students. There is an active Student Council, which provides spirit building and community focused activities; a Protecting Health and Slamming Tobacco (PHAST) team; and a yearbook staff. Students have opportunities to participate in the local and county spelling bee, the Elementary Science Olympiad, the traveling Science Lab from Modesto Junior College, and other enrichment events that combine learning and teamwork for both students and staff. Additionally, students in grades 6-8 are involved in interschool competitive sports: soccer, volleyball, basketball and track.

Positive personal growth is a priority, and students are encouraged and recognized for their positive contributions to the school. We encourage students to become contributing citizens of the school through programs such as Positive Behavioral Intervention and Supports (PBIS); Eagle Traits; Hart-Ransom Heroes; and special campus events, such as Ag Day, International Day and food collection at the holidays. Other provided activities that promote well-rounded students are field trips, band, choir, visiting speakers and performance groups, and an after-school care and enrichment program.

The foci of 2017-18 include continuing to work as Professional Learning Community teams to analyze student data to improve teaching and learning, to improve our daily attendance, to improve our support to our second language students and implementing our PBIS program through our BIG 3: Be Safe, Be Responsible, Be Positive.

Hart-Ransom Elementary School is truly a good place for children and adults to learn and grow, and together, we continue to "Soar Into Tomorrow."

School Mission Statement

The mission of Hart-Ransom Elementary School is that all students will master grade-level skills based on California state standards and will meet standards as measured by classroom, district, state and national assessments.

We will:

- Support students who do not achieve proficient levels through identification, intervention and remediation to bring them to proficiency
- Motivate and engage students through meaningful, active, research-based strategies using state-adopted curriculum which inspires students and staff to continue learning
- Teach civic rights and responsibilities to enable students to be contributing, good citizens, both today and in their future
- Promote strengths of students and staff through a safe and secure community environment that encourages positive, interpersonal relationships

Commitment to students and their learning is the heart of Hart-Ransom. Hart-Ransom School is truly a good place for children and adults to learn and grow, and together, we continue to "Soar Into Tomorrow."

School Safety

A comprehensive School Site Safety Plan, which is reviewed annually by the Hart-Ransom Union Elementary School District, is in place to ensure a secure, peaceful and clean environment for the school community. Utilizing data from the California Healthy Kids Survey and input from the members of the School Safety committee, the Action Goals of the safety plan encompass building a positive climate, through Positive Behavioral Interventions and Supports activities and a safe campus.

The school's disaster-preparedness plan identifies procedures to follow during emergencies and natural disasters. We conduct emergency drills regularly, fire drills monthly, and earthquake and campus-secure drills four times a year. For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds. 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.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2017. The revised Safety Plan will be presented to the Governing Board in February 2018.

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.

Hart-Ransom Elementary School



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.

Governing Board

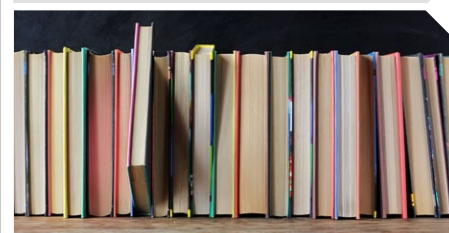
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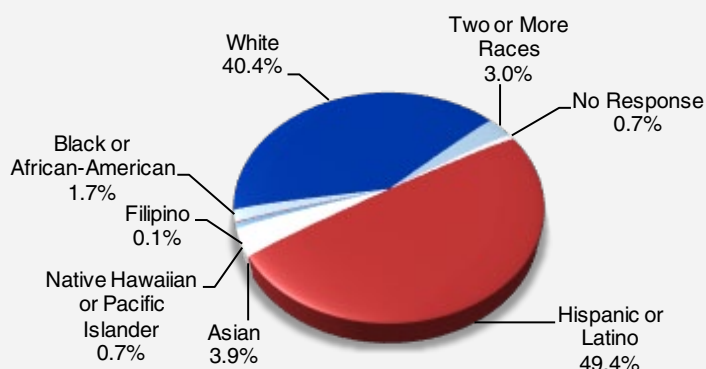


Enrollment by Student Group

The total enrollment at the school was 824 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



Socioeconomically disadvantaged	55.60%	English learners	12.50%	Students with disabilities	6.60%	Foster youth	0.60%
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Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on 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.

Professional Development

The professional development days in 2017-18 are focused on ELA/ELD materials implementation, with emphasis on English Language Development integration. Additionally, training on implementation of PBIS and campus culture, including Trauma Informed practices occurred. Finally, a math consultant has been contracted from Stanislaus County Office of Education to work with grade-level teams on research-proven math practices and strategies.

Weekly PLC team meetings are held to analyze standards, determine essential standards and essential skills, to develop common formative assessments and to design instruction to support learning of all students in the areas of math and ELA.

The principal and vice principal support teachers through formal and informal observations and conversations that help support teachers in their growth as practitioners. Staff meetings include support for teachers as they grow and develop as practitioners.

Many teachers are sent to trainings at the Stanislaus County Office of Education (SCOE) regarding the areas of ELA/ELD, math and Next Generation Science Standards.

The SCOE Induction Program pairs first- and second-year teachers with an experienced mentor to improve their skills and address the California standards for the teaching profession. This program culminates in the teacher earning his or her permanent credential from the California teacher credentialing office. In addition, a Peer Assistance and Review (PAR) program provides veteran teachers with personal support, guidance and mentoring.

Teachers have multiple opportunities throughout the school year to attend workshops or conferences that further their education, skills and pedagogical expertise. Administrators attend many of these conferences and workshops with teaching staff to partner with them in improving their practices. Administrators also attend leadership workshops and conferences to further their knowledge and skills and to improve their own practices.

Professional Development Days

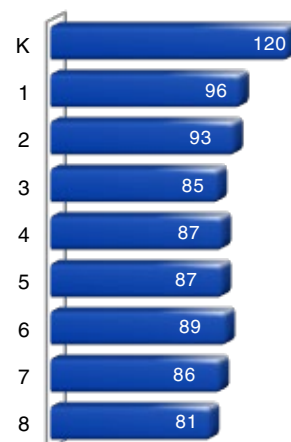
Three-Year Data

	2015-16	2016-17	2017-18
Hart-Ransom ES	4 full days and 8 minimum days	4 days and weekly PLC team meetings	4 days and weekly PLC meetings

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



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

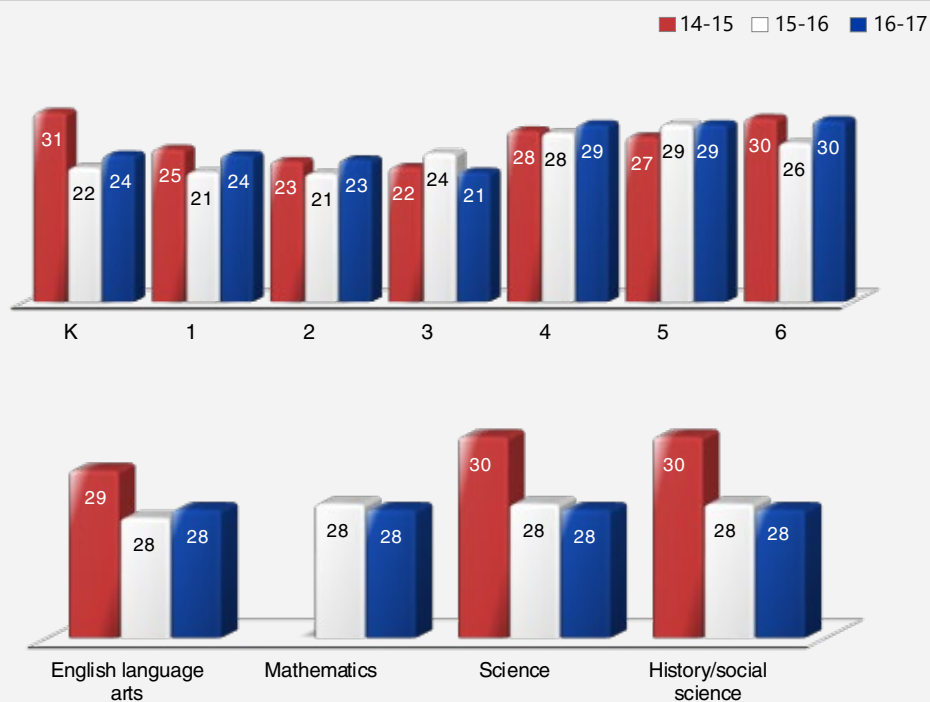
Hart-Ransom ES			
	14-15	15-16	16-17
Suspension rates	3.9%	3.3%	6.2%
Expulsion rates	0.0%	0.0%	0.1%
Hart-Ransom USD			
	14-15	15-16	16-17
Suspension rates	2.8%	2.2%	4.3%
Expulsion rates	0.0%	0.0%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



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.

Number of Classrooms by Size

Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	5	1	1	3			5	
1		4		1	3		1	4	
2		3		2	2		2	4	
3		4			3			4	
4		15			3			15	
5	1	15			3			15	
6		11	4		3			14	3
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		12			6			6	
Mathematics					6			6	
Science		6			6			6	
History/social science		6			6			6	

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	23.3%
Five of six standards	25.6%
Six of six standards	16.7%

Grade 7

Four of six standards	21.4%
Five of six standards	22.6%
Six of six standards	19.0%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Hart-Ransom ES		Hart-Ransom USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	68%	73%	66%	73%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Hart-Ransom ES		Hart-Ransom USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	47%	48%	47%	49%	48%	48%
Mathematics	35%	34%	34%	34%	36%	37%



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. 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 2017-18 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		2017-18 School Year
	Hart-Ransom ES	Hart-Ransom USD
Program Improvement status	In PI	In PI
First year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of schools currently in Program Improvement	1	
Percentage of schools currently in Program Improvement	100.00%	

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	519	511	98.46%	47.55%
Male	252	246	97.62%	44.72%
Female	267	265	99.25%	50.19%
Black or African-American	14	14	100.00%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	71.43%
Filipino	❖	❖	❖	❖
Hispanic or Latino	253	248	98.02%	39.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	215	212	98.60%	55.66%
Two or more races	15	15	100.00%	40.00%
Socioeconomically disadvantaged	302	295	97.68%	37.29%
English learners	109	107	98.17%	28.97%
Students with disabilities	43	42	97.67%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	520	511	98.27%	33.66%
Male	253	245	96.84%	36.33%
Female	267	266	99.63%	31.20%
Black or African-American	14	14	100.00%	21.43%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	42.86%
Filipino	❖	❖	❖	❖
Hispanic or Latino	254	249	98.03%	29.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	215	211	98.14%	37.91%
Two or more races	15	15	100.00%	40.00%
Socioeconomically disadvantaged	303	296	97.69%	23.65%
English learners	110	107	97.27%	21.50%
Students with disabilities	43	42	97.67%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

Textbooks and Instructional Materials

The Hart-Ransom Union School District held a public hearing on September 14, 2017, and determined that each school within the district has sufficient and good-quality textbooks, instructional materials or science-lab equipment pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* (also called the Williams case). 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 State Content Standards and Frameworks and have been approved by the Board of Education. In the 2014-15 school year, we adopted Eureka Math Mathematics for K-8. In 2016-17, we began using new English language arts (ELA) and English language development (ELD) materials—grades K-1: McGraw-Hill's Wonders; grades 2-6: Benchmark Advance; and grades 7-8: College Board SpringBoard program materials. As per the curriculum frameworks and adoption cycles, the school will be purchasing social studies textbooks for the 2018-19 school year. A team of teachers representing each grade level is involved in the selection of instructional materials.

The library is staffed by a full-time library media clerk and has 11 computer workstations for student use. Students visit the library and the computer lab on a regular basis—both are open during lunch and recess for students to utilize for research, homework and reading.

The Hart-Ransom Union School District implemented the Technology Use Plan to bring students, teachers and the school up-to-date with modern technology.

Integrating technology enables students to develop the critical-thinking and problem-solving skills that result in independent and discriminate thinking and learning.

The computer lab is staffed by a full-time computer teacher and has 33 networked computers. Each classroom at Hart-Ransom Elementary School has a minimum of two computers with internet access. Students in grades 3-8 have one-to-one web access through use of Chromebooks and utilize Google School for research, exploring and creating that supports student learning. There are five carts of 30 laptops that are accessible for all teachers to use in the classroom. A class set of tablets are available to kindergarten students, and additional class sets of tablets are available for first- and second-grade students. Students in seventh and eighth grades attend a computer class an average of three times per week. A technology coach/teacher works with classroom teachers in grades K-6 to integrate technology into the curriculum of each grade level. She visits each classroom on average once per week to work with students on technology projects.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill (K-1); Benchmark Advance (2-6)	2016
Reading/language arts	SpringBoard, College Board (7-8)	2016
Mathematics	Eureka Math (K-6)	2016
Mathematics	Eureka Math (7-8)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Prentice Hall (6-8)	2007
History/social science	Houghton Mifflin (K-5)	2006
History/social science	Glencoe (6-8)	2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2017-18 School Year
Data collection date		9/14/2017

✧ Not applicable.

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧



Quality of Textbooks

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

Quality of Textbooks	
2017-18 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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2017-18 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Fair
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		9/27/2017
Date of the most recent completion of the inspection form		9/27/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Tiles are missing from the Multipurpose Building ceiling. Staff will replace the tiles.	November 2017
Structural	The roof leaks in the Academic Charter complex. Request for quotes have been sent out.	Waiting for quotes to come in

School Facilities

Hart-Ransom Elementary School provides a safe and secure campus for students, staff and volunteers. The school opened in 1952 and currently includes 19 permanent classrooms; 23 portable classrooms; a library; a state-of-the-art computer lab; and a multipurpose building that includes a gym, cafeteria, kitchen, and band room. We also have a small multipurpose room and three playgrounds.

Modernization took place in 2006 and 2007, bringing the buildings up to code and focusing on a more secure campus.

In July 2011, the new multipurpose building, new classrooms and fields were dedicated for use after a year of construction. This was done through state funding and a community bond. We are thrilled to be using the new facility, which allows for an expanded sports program, more classroom space and a great eating environment for our students.

During the 2015-16 school year, a new Maintenance, Operations and Transportation (MOT) facility was built. During the 2016-17 school year, we are making renovations to the kindergarten area. The playground will be moved from the roadside and placed within a circle of the transitional kindergarten and kindergarten classrooms. During the 2017-18 school year, the final portable classroom for the kindergarten complex was installed. Through the construction and renovations, additional parking and new traffic-flow systems are in place to improve traffic on campus. Funding for these improvements comes from developer fees, mandated costs funds, project savings (Fund 35) and Deferred Maintenance Program funds.

Continued on sidebar



School Facilities

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During the school day and after school, certificated and trained No Child Left Behind (NCLB) Act-qualified employees supervise students. Our yard supervision is done by certificated staff before school, during morning recesses and after school as students are leaving campus. During lunch there are six yard supervisors who monitor students through the five lunch periods. Our after-school program has a staff of five. All of these staff members have been provided training in student relations, school rules and CPR, as well as opportunities for first-aid training.

The school perimeter has safety fences installed, and only the front gate is open during the day while students are present. Visitors check in and out of the school office to ensure our students' safety. Fire, earthquake and lockdown drills are held regularly. Bus-safety instruction is held for all students and staff yearly.

Cleaning Process: The district governing board has adopted cleaning standards for all schools in the Hart-Ransom Union Elementary School District. A summary of these standards is available at the school office and district office. Classrooms are cleaned each day, and regular maintenance is provided. At the outset of the 2016-17 school year, a MOT supervisor was hired. He works with the custodial staff to develop cleaning schedules to keep a clean and safe school. There are both daytime and evening custodians to maintain the campus. Our custodial staff includes two daytime staff and two evening staff members.

Maintenance and Repair: District maintenance staff members ascertain that 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.

Because of the wonderful facilities and the great care it is given, Hart-Ransom is really a great place to learn and grow.

The Facilities Inspection Tool was used to evaluate the status of the campus on September 27, 2017.

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 ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	56	43	42	40
Without a full credential	2	0	2	2
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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Hart-Ransom ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Parental Involvement

Parents and the community are an important factor in the success of Hart-Ransom Elementary School. Parents provide a positive role in school life. Students recognize that school is important because their parents take time to be a part of the school life. Parents are encouraged to participate in various ways on our campus as classroom helpers; at school activities; on the playground; and as mentors, coaches and tutors. Parents also share their careers with students on Career Days throughout the year.

The Parent Teacher Club (PTC) sponsors many community and family activities that promote a positive environment both in school and in the community. PTC sponsors fundraisers such as the annual Turkey Trot jog-a-thon, and the Denim and Diamonds dinner and auction. The proceeds from the fundraisers go directly to support the school and students. In the 2017-18 school year, the PTC provided funded field trips, the sports program, sixth-grade Outdoor Education and helped provide for Missoula Children's Theater to come to Hart-Ransom to produce a musical with our students. PTC sponsors family events such as the fall outdoor Movie and Safety Night, and the holiday movie night. The PTC also supports the schoolwide PBIS program and brought Michael Pritchard, a motivational speaker, to the school in 2015-16 to speak to students, staff and parents.

All parents are encouraged to become involved in school life either through volunteering or becoming an active member of the Parent Teacher Club. The Parent School Partnership is a vital part of Hart-Ransom School.

For more information on how to become involved at the school, please check out the Hart-Ransom School website, Hart-Ransom News, or contact Parent Teacher Club President Ellen Durrer at hrptc@hartransom.org.

✧ 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

2016-17 School Year

Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	
	FTE
Social/behavioral counselor	1.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.25 ★
Social worker	0.00
Nurse	0.33 ★
Speech/language/hearing specialist	0.80
Resource specialist (nonteaching)	2.00
Other	
	FTE
Supplemental teacher	1.00
Resource paraprofessional	1.00

★ Contracted through Stanislaus County Office of Education.

Financial Data

The financial data displayed in this SARC is from the 2015-16 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		2015-16 Fiscal Year
	Hart-Ransom USD	Similar Sized District
Beginning teacher salary	\$48,050	\$47,034
Midrange teacher salary	\$72,746	\$73,126
Highest teacher salary	\$96,529	\$91,838
Average elementary school principal salary	\$120,000	\$116,119
Average high school principal salary	◆	\$115,194
Superintendent salary	\$135,000	\$178,388
Teacher salaries: percentage of budget	38%	37%
Administrative salaries: percentage of budget	6%	6%

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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom ES	\$8,673	\$86,331
Hart-Ransom USD	\$9,249	\$80,548
California	\$6,574	\$74,194
School and district: percentage difference	-6.2%	+7.2%
School and California: percentage difference	+31.9%	+16.4%

◆ Information is not available at this time.

Types of Services Funded

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Education Consolidation and Improvement Act (ECIA), Elementary and Secondary Education Act (ESEA) of 1965, Improving America's Schools Act (IASA) of 1994 (federal)
- Drug, alcohol and tobacco education funds
- School Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- Instructional materials
- Special Education (federal)
- Entitlement per UDC
- Home-to-school transportation
- Economic Impact Aid (EIA)
- Tobacco-Use Prevention Education (TUPE)
- Class Size Reduction (K-3)

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$10,432
Expenditures per pupil from restricted sources	\$1,759
Expenditures per pupil from unrestricted sources	\$8,673
Annual average teacher salary	\$86,331

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 and 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://dq.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.

All data accurate as of November 2017.

School Accountability Report Card

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