



Hart-Ransom Academic Charter School

Bound for Success

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Grades TK-12
CDS Code 50-71092-6112965

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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Since 1995, Hart-Ransom Academic Charter School (HRACS) has been helping families achieve academic success through personalized learning opportunities. 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 enrichments serve to support the learning environment for HRACS students. Students may participate in art, music, robotics, computer programming and coding, gymnastics, martial arts, and a host of other enrichment programs.

Principal's Message

HRACS continues to be pivotal partner for families choosing homeschool and distance learning options for their children. Focus on academic support and student learning resulted in overall increases in the number of students meeting or exceeding state standards measured by the California Assessment of Student Performance and Progress. The high school program continues to develop multiple pathways for students, including a dynamic early college pathway where students earn college credit while enrolled in high school.

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

School Mission Statement

Hart-Ransom Academic Charter School provides personalized learning options that enhance family life while addressing the needs and concerns of parents and children.

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 Pam Franklin at (209) 523-0401.

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.

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.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2018. District plans and compliance documents are available online at www.hartransom.org/plans.

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.



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

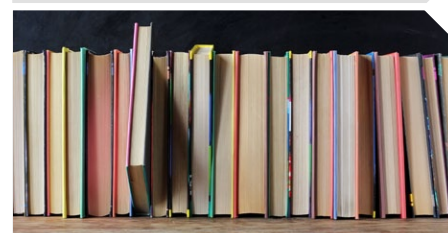
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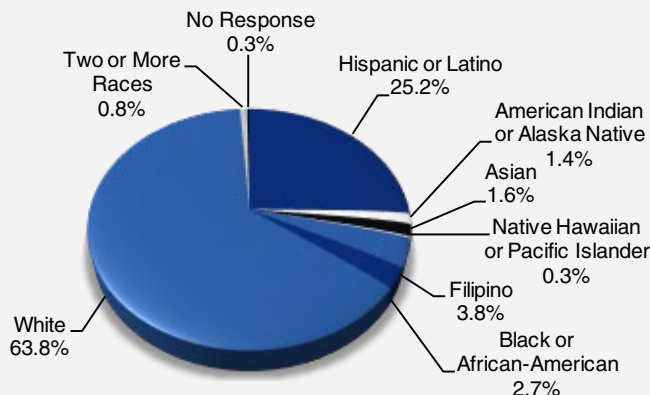


Enrollment by Student Group

The total enrollment at the school was 365 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year

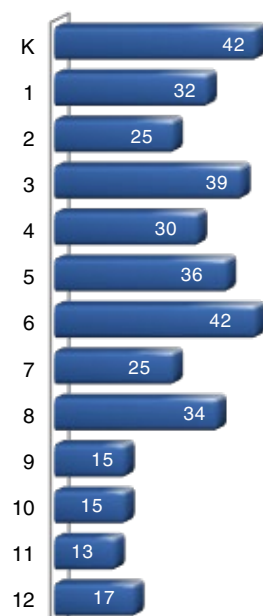


Socioeconomically disadvantaged	35.30%	English learners	1.10%	Students with disabilities	3.80%	Foster youth	0.30%
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Enrollment by Grade

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

2016-17 Enrollment by Grade

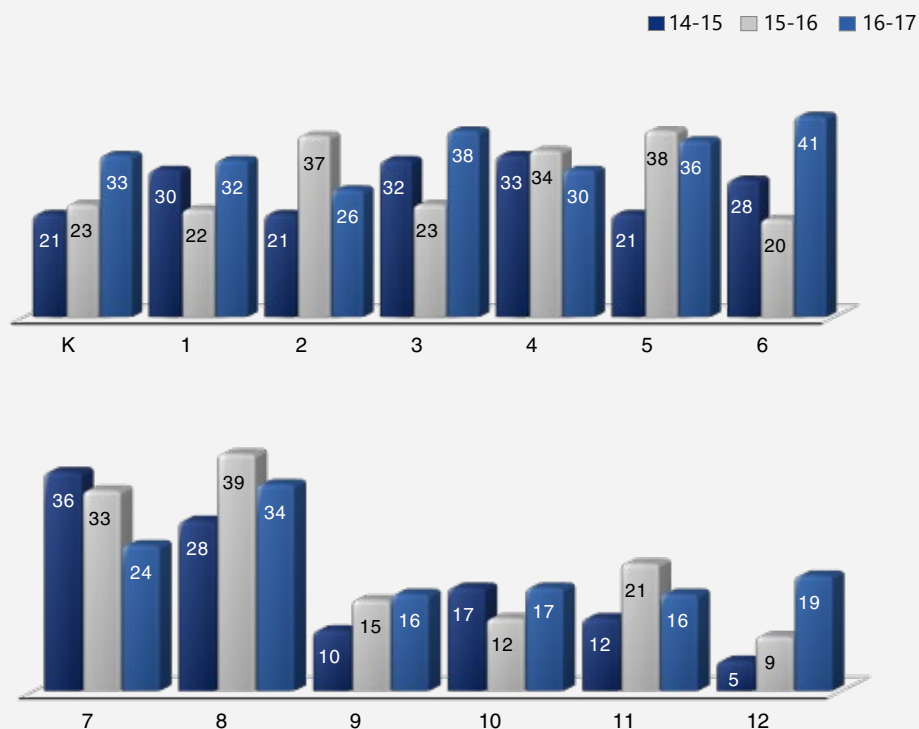


Class Size Distribution

The bar graphs display the three-year overall enrollment data. Hart-Ransom Academic Charter School is a non-classroom-based, independent-study 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.

Average Class Size

Three-Year Data



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

	14-15	15-16	16-17
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

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%

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 CS		Hart-Ransom USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	63%	71%	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 CS		Hart-Ransom USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	47%	52%	47%	49%	48%	48%
Mathematics	31%	36%	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 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 schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

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

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 and 11.

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 and 11)

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	221	202	91.40%	51.98%
Male	114	103	90.35%	42.72%
Female	107	99	92.52%	61.62%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51	47	92.16%	40.43%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	146	132	90.41%	55.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	78	72	92.31%	43.06%
English learners	❖	❖	❖	❖
Students with disabilities	13	10	76.92%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	221	202	91.40%	35.64%
Male	114	103	90.35%	34.95%
Female	107	99	92.52%	36.36%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51	47	92.16%	23.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	146	132	90.41%	38.64%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	78	72	92.31%	18.06%
English learners	❖	❖	❖	❖
Students with disabilities	14	11	78.57%	27.27%
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.

Career Technical Education Programs

HRACS participates in the Regional Occupational Program (ROP) classes offered through Modesto City Schools. The ROP course catalog is online at <https://goo.gl/5ChGmn>.

Current classes available to HRACS students in grades 9-12 include:

- Automotive Technician
- Cabinet Construction I
- Computer Programming I and II
- Construction Technology I, II and III
- Cosmetology
- Criminal Justice (12th grade only)
- Culinary Arts I, II and III
- Electrical Technology
- Employment Opportunities
- Fashion Merchandising and Design
- Advanced Fashion Merchandising and Design
- Hospital/Health Service Occupations
- Ancillary Hospital/Health Occupations
- Introduction to Fire Protection (12th grade only)
- Launch Your Own Business
- Medical Office Occupations I, II, III and IV
- Nursing Assistant Pre-Certification (12th grade only)
- Retail Sales
- Retail Supervisor
- Structural Ag Welding

Distance Learning courses in career technical education 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 Keyboarding
- Business Law
- Business Math
- Career Planning and Skill Development
- Computer Literacy
- Computer Programming
- Concepts of Engineering and Technology
- Cosmetology
- Criminal Investigation
- Criminology
- Developmental Writing
- Emergent Computer Technology
- Fashion & Interior Design
- Forensic Science
- Foundations of Programming v16
- Game Design
- Hospitality & Tourism
- Human Resource Management
- Internship & Work Study
- International Business
- Introduction to Culinary Arts
- Introduction to Computer Applications
- Introduction to Communication
- Introduction to Criminal Justice
- Introduction to Early Childhood Education
- Introduction to Entrepreneurship
- Introduction to Finance
- Introduction to Graphic Design
- Introduction to Homeland Security
- Introduction to Law
- Introduction to Manufacturing
- Introduction to Medical Assisting
- Introduction to Psychology
- Introduction to Sociology
- Introduction to Social Media
- Introduction to the Paralegal Profession
- Introductory Astronomy
- Java Programming I
- Java Programming II
- Law & Order
- Principles of Management
- Principles of Marketing
- Principles of Public Service
- Public Speaking
- Research Methods
- Social Media v13
- Sociology
- Sports & Entertainment Marketing
- Theater, Cinema & Film Production
- Veterinary Science

Career Technical Education Participation

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

Career Technical Education Data	2016-17 Participation
	Hart-Ransom CS
Number of pupils participating in CTE	27
Percentage of pupils who completed a CTE program and earned a high school diploma	96%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

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 California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Hart-Ransom CS	
2015-16 and 2016-17 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2016-17	15.34%
Percentage of graduates who completed all courses required for UC/CSU admission in 2015-16	0.00%

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. 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. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgadreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2016
Group	Hart-Ransom CS	Hart-Ransom USD	California
All students	100.00%	100.00%	87.11%
Black or African-American	❖	❖	79.19%
American Indian or Alaska Native	❖	❖	80.17%
Asian	❖	❖	94.42%
Filipino	❖	❖	93.76%
Hispanic or Latino	❖	❖	84.58%
Native Hawaiian or Pacific Islander	❖	❖	86.57%
White	100.00%	100.00%	90.99%
Two or more races	❖	❖	90.59%
Socioeconomically disadvantaged	100.00%	100.00%	85.45%
English learners	❖	❖	55.44%
Students with disabilities	❖	❖	63.90%
Foster youth	❖	❖	❖

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	13-14	14-15	15-16	13-14	14-15	15-16
Hart-Ransom CS	100.00%	100.00%	100.00%	0.00%	0.00%	0.00%
Hart-Ransom USD	100.00%	100.00%	100.00%	0.00%	0.00%	0.00%
California	80.95%	82.27%	83.77%	11.50%	10.70%	9.70%

❖ 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.



Advanced Placement Courses

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

Advanced Placement Courses	
2016-17 School Year	
Percentage of total enrollment enrolled in AP courses	0.60%
Number of AP courses offered at the school	1
Number of AP Courses by Subject	
Computer science	0
English	1
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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 a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

Hart-Ransom Union Elementary School District holds a public hearing annually to determine 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.

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 California Streaming 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. Additionally, the school has implemented i-Ready diagnostics to establish baselines for student learning and gauge the student learning progress; i-Ready provides intervention and support lessons for students based on their independent learning level.

Hart-Ransom Charter School operates a 1:1 Chromebook program for students in grades 3-8. Chromebooks are equipped with a Google console and monitored with GoGuardian filters. The school also has computers on-site for student use in the classrooms. High-speed internet access is available throughout the campus with guest access for parents and community visitors. Hart-Ransom is a "Google school" and embeds the use of G Suite for student use. Various educational applications are pushed out through the Chromebook program 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, theater arts and more) have access to the appropriate textbooks and instructional materials. High school students in good standing have the ability to apply and enroll in community college courses as part of the Early College Program.

Textbooks and Instructional Materials List

2017-18 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Journeys California</i> , Houghton Mifflin Harcourt (K-5)	2016
Reading/language arts	<i>Collections California</i> , Houghton Mifflin Harcourt (6-8)	2016
Reading/language arts	<i>Spotlight on Literature</i> , Macmillan/McGraw-Hill (6-8)	2000
Reading/language arts	Pathways to Reading (K-3)	1995
Reading/language arts	<i>All About Reading</i> , All About Learning Press (K-3 bridge)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-6)	2015
Mathematics	Saxon (1-6)	2001
Mathematics	<i>California Math</i> , 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 <https://goo.gl/aKPd8w>.

High school and online curriculum is provided through the Connections Learning by Pearson. Courses may be viewed online at www.connectionslearning.com/connections-learning/curriculum/courses/high-school.aspx.

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	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

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
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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	Some interior ceiling tiles need repair or replacement in multipurpose building. Ceiling tiles to be repaired or replaced by district staff.		2017-18 school year
Structural	There are minor roof leaks on charter buildings. Roof repairs are being scheduled with an outside contractor.		2017-18 school year

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 maintenance supervisor works 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.

Planned Facility Additions: The district is in the process of adding two additional building to the Charter school campus. The buildings are slated for completion and occupancy by spring 2018.



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

2016-17 School Year

Grade 5

Four of six standards 16.1%

Five of six standards 35.5%

Six of six standards 32.3%

Grade 7

Four of six standards 4.8%

Five of six standards 38.1%

Six of six standards 23.8%

Grade 9

Four of six standards 18.8%

Five of six standards 18.8%

Six of six standards 25.0%

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	17-18	15-16	16-17	17-18
With a full credential	56	14	16	16
Without a full credential	2	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 that 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		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

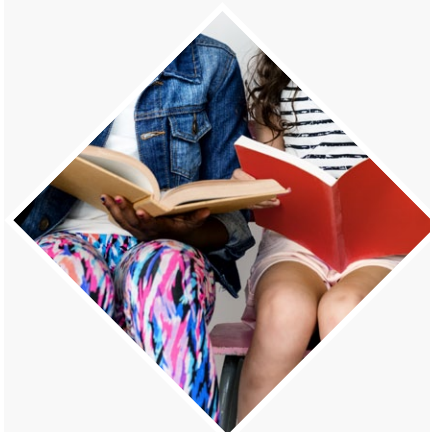
Types of Services Funded

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

Professional Development

A minimum of five days are dedicated to professional development, but often more training is provided throughout the year at staff meetings. 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. Advisory teachers also provide training and workshops for parents teaching in the homeschool environment. This training is provided to ensure that parents have instructional practices that align with the schoolwide student learning objectives.

Professional Development Days		Three-Year Data		
		2015-16	2016-17	2017-18
Hart-Ransom CS		5 days	5 days	5 days



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	1.00
Average number of students per academic counselor	75
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.00
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.80
Other	FTE
Paraprofessional	0.20
Program assistant	1.00

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 CS	\$7,042	\$87,638
Hart-Ransom USD	\$9,249	\$80,548
California	\$6,574	\$74,194
School and district: percentage difference	-23.9%	+8.8%
School and California: percentage difference	+7.1%	+18.1%

◆ Information is not available at this time.

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	\$7,074
Expenditures per pupil from restricted sources	\$32
Expenditures per pupil from unrestricted sources	\$7,042
Annual average teacher salary	\$87,638



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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