

SARC

# Hart-Ransom Elementary School

2014-15  
School Accountability Report Card

Published in 2015-16

OUR  
MESSAGE

OUR  
TEACHERS

OUR  
SCHOOL

Jerrianna Boer  
Principal

[jboer@hartransom.org](mailto:jboer@hartransom.org)

3930 Shoemake Avenue  
Modesto, CA 95358

Grades: TK-8

Phone: (209) 523-9979

<http://hre-hrusd-ca.schoolloop.com>

CDS Code: 50-71092-6052542

Para español, visita:  
[www.hartransom.org](http://www.hartransom.org)

## Principal's Message

Hart-Ransom Elementary School is proud of our academic strength and our long-standing community history. The K-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; 40 certificated classroom and support teachers; and approximately 26 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. Participation in the spelling bee, Science Olympiad and other county events combine learning and teamwork for both students and staff. Additionally, students in the grades 6-8 are involved in interschool competitive sports: soccer, volleyball and basketball.

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 SOARS; Choose Civility; Soaring Eagles; 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, and an after-school care and enrichment program.

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."

## Parental Involvement

Parents and the community are an important factor in the success of Hart-Ransom Academic 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 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 cookie-dough sales, and tri-tip dinner. The proceeds from the fundraisers go directly to support the school and students. In the 2014-15 school year, the PTC provided funded field trips, the sports program, sixth-grade Outdoor Education, and support technology for the campus.

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 the Hart-Ransom School website or the Hart-Ransom News, or contact Parent Teacher Club President Lindsay Regalo at hrptc@hartansom.org.



## 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

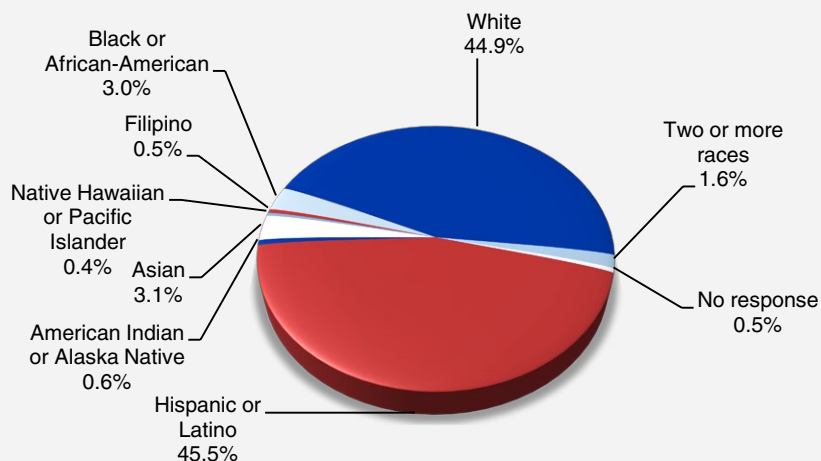
The Hart-Ransom Union School District, recognizing the uniqueness and worth of each child and committed to the individual success of its community's youth, will ensure a quality education that fosters the development of skills and attitudes necessary for lifelong learning through a positive and safe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

## Enrollment by Student Group

The total enrollment at the school was 809 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2014-15 School Year



## Professional Development

The professional development days from 2015-16 were focused on training and implementation of Common Core State Standards and developing Professional Learning Communities (PLCs) within the staff to further assist students in academic achievement. ELA focused on close reading, and writing skills were emphasized. A county office consultant presented and supported staff in this endeavor. Math professional development occurred through sending staff members to regional workshops regarding specific needs regarding math implementation. The entire staff attended a full day with county office consultants introducing the Next Generation Science Standards. Three teacher leaders, the vice principal and principal attended the PLCs training during the summer of 2015. They have been training the full staff on implementation of PLCs during staff meetings. Additionally, eight minimum days were dedicated to grade-level PLC meetings, focusing on student achievement and Common Core instructional practices. These meetings gave teachers opportunities to analyze student work and assessment data, and then work on curriculum design to better provide skills needed for college and career to all students. The specific area of focus for the year was math.

The principal and vice principal support teachers through formal and informal observations; conversations help support teachers in their growth as practitioners. Each staff meeting, which occurs twice monthly has a professional growth component for staff.

The Stanislaus County Induction Program pairs first and second 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

The vice principal is also participating in an Induction program and is mentored both by the school principal and a mentor through the County Administration induction program.

The administrators and teachers have multiple opportunities throughout the school year to attend workshops or conferences that further their education, skills and pedagogical expertise.

### Professional Development Days

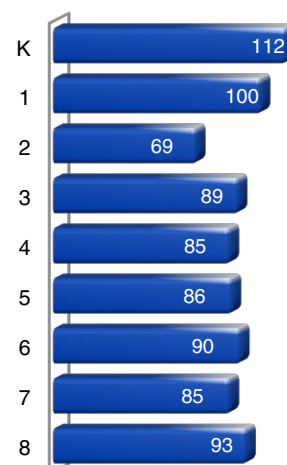
Three-Year Data

	2013-14	2014-15	2015-16
<b>Hart-Ransom ES</b>	4 days	4 days	4 full days and 8 minimum days

## 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



## 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			
	12-13	13-14	14-15
<b>Suspension rates</b>	5.5%	8.3%	3.9%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
Hart-Ransom USD			
	12-13	13-14	14-15
<b>Suspension rates</b>	2.2%	4.0%	2.8%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
<b>Suspension rates</b>	5.1%	4.4%	3.8%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

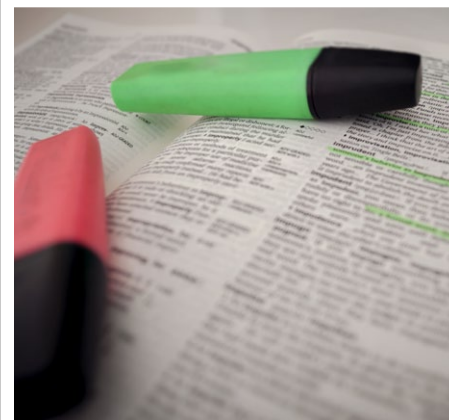
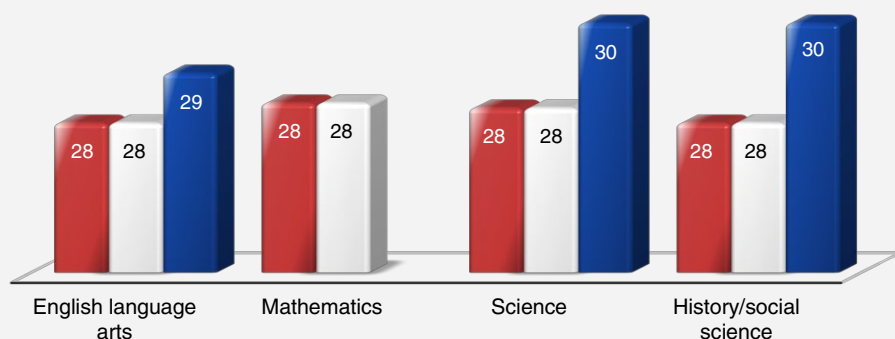
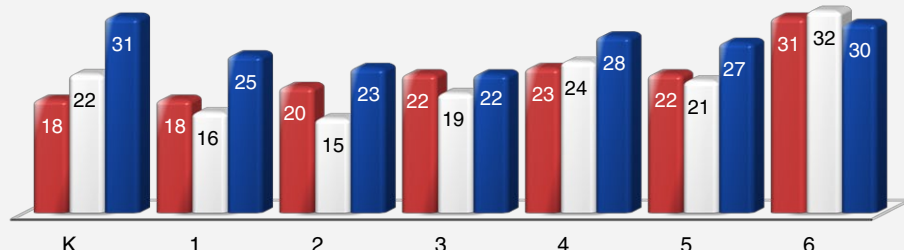
## Class Size Distribution

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.

### Average Class Size

#### Three-Year Data

■ 12-13 ■ 13-14 ■ 14-15



## 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. The School Site Safety Plan was last reviewed, updated and discussed with school faculty in January 2016. The Action Goals of the safety plan encompass building a positive climate, through Positive Behavioral Interventions and Supports activities and a safe campus through Safety Committee oversight of the campus condition.

The school's disaster-preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted regularly, fire drills are held monthly, and earthquake and campus secure drills are held 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.

### Number of Classrooms by Size

#### Three-Year Data

	2012-13			2013-14			2014-15		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	3			5		1	5	1
1	4				3			4	
2	2	2			4			3	
3		4			4			4	
4		3			3			15	
5		3			3		1	15	
6		3			3			11	4
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		3			3			12	
Mathematics		1			1				
Science		1			1			6	
History/social science		3			3			6	



*School Motto:*  
*"Soar Into Tomorrow"*





## 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](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year	
	Hart-Ransom ES	Hart-Ransom USD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
<b>English language arts</b>	Yes	Yes	Yes
<b>Mathematics</b>	Yes	Yes	Yes
<b>Met percent proficient:</b>			
<b>English language arts</b>	■	■	■
<b>Mathematics</b>	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	○	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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year
	Hart-Ransom ES	Hart-Ransom USD
<b>Program Improvement status</b>	In PI	In PI
<b>First year of Program Improvement</b>	2011-2012	2011-2012
<b>Year in Program Improvement</b>	Year 3	Year 3
<b>Number of Title I schools currently in Program Improvement</b>	1	
<b>Percentage of Title I schools currently in Program Improvement</b>	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/>.

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



## 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](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2014-15 School Year

##### Grade 5

<b>Four of six standards</b>	20.5%
<b>Five of six standards</b>	19.3%
<b>Six of six standards</b>	29.5%

##### Grade 7

<b>Four of six standards</b>	17.6%
<b>Five of six standards</b>	21.2%
<b>Six of six standards</b>	5.9%

## 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		
Subject	Hart-Ransom ES			Hart-Ransom USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68%	77%	68%	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	68%	
Male	73%	
Female	62%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	62%	
Native Hawaiian or Pacific Islander	❖	
White	72%	
Two or more races	❖	
Socioeconomically disadvantaged	61%	
English learners	54%	
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 ES	Hart-Ransom USD	California
English language arts/literacy	43%	44%	44%
Mathematics	27%	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](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages 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.

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 who 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				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	88	98.9%	26%	36%	30%	8%
Male		44	49.4%	25%	41%	30%	5%
Female		44	49.4%	27%	32%	30%	11%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		49	55.1%	43%	37%	16%	4%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		33	37.1%	3%	36%	48%	12%
Two or more races		3	3.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		53	59.6%	34%	30%	30%	6%
English learners		16	18.0%	44%	38%	19%	0%
Students with disabilities		8	9.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	87	97.8%	20%	39%	30%	11%
Male		44	49.4%	16%	34%	34%	16%
Female		43	48.3%	23%	44%	26%	7%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		49	55.1%	27%	41%	24%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		32	36.0%	9%	38%	34%	19%
Two or more races		3	3.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		52	58.4%	23%	42%	27%	8%
English learners		16	18.0%	31%	56%	6%	6%
Students with disabilities		7	7.9%	❖	❖	❖	❖
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				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	85	84	98.8%	38%	27%	21%	13%
Male		27	31.8%	30%	26%	30%	15%
Female		57	67.1%	42%	28%	18%	12%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	5.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		34	40.0%	50%	35%	9%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		41	48.2%	34%	22%	24%	20%
Two or more races		2	2.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	56.5%	44%	35%	17%	4%
English learners		11	12.9%	82%	18%	0%	0%
Students with disabilities		7	8.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	85	84	98.8%	24%	45%	26%	5%
Male		27	31.8%	22%	30%	37%	11%
Female		57	67.1%	25%	53%	21%	2%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	5.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		34	40.0%	38%	44%	15%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		41	48.2%	17%	46%	29%	7%
Two or more races		2	2.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	56.5%	27%	54%	17%	2%
English learners		11	12.9%	55%	36%	9%	0%
Students with disabilities		7	8.2%	❖	❖	❖	❖
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	89	86	96.6%	34%	24%	31%	10%
Male		50	56.2%	40%	30%	20%	10%
Female		36	40.4%	25%	17%	47%	11%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		42	47.2%	38%	26%	31%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		35	39.3%	26%	20%	37%	17%
Two or more races		6	6.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		60	67.4%	42%	23%	28%	7%
English learners		11	12.4%	55%	45%	0%	0%
Students with disabilities		11	12.4%	91%	0%	9%	0%
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	89	86	96.6%	42%	34%	17%	7%
Male		50	56.2%	44%	32%	18%	6%
Female		36	40.4%	39%	36%	17%	8%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		42	47.2%	48%	36%	12%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		35	39.3%	31%	31%	29%	9%
Two or more races		6	6.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		60	67.4%	48%	32%	15%	5%
English learners		11	12.4%	55%	36%	9%	0%
Students with disabilities		11	12.4%	91%	9%	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.

## 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	92	92	100.0%	14%	43%	30%	12%
Male		51	55.4%	22%	47%	27%	4%
Female		41	44.6%	5%	39%	34%	22%
Black or African-American		4	4.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		45	48.9%	24%	36%	29%	11%
Native Hawaiian or Pacific Islander		1	1.1%	❖	❖	❖	❖
White		39	42.4%	5%	49%	33%	13%
Two or more races		2	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		52	56.5%	19%	44%	27%	10%
English learners		8	8.7%	❖	❖	❖	❖
Students with disabilities		3	3.3%	❖	❖	❖	❖
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	92	92	100.0%	35%	42%	21%	2%
Male		51	55.4%	33%	49%	18%	0%
Female		41	44.6%	37%	34%	24%	5%
Black or African-American		4	4.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		45	48.9%	47%	36%	16%	2%
Native Hawaiian or Pacific Islander		1	1.1%	❖	❖	❖	❖
White		39	42.4%	23%	46%	28%	3%
Two or more races		2	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		52	56.5%	38%	48%	12%	2%
English learners		8	8.7%	❖	❖	❖	❖
Students with disabilities		3	3.3%	❖	❖	❖	❖
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				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	85	84	98.8%	15%	37%	35%	13%
Male		40	47.1%	25%	38%	28%	10%
Female		44	51.8%	7%	36%	41%	16%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	3.5%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		37	43.5%	22%	41%	32%	5%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		39	45.9%	10%	33%	36%	21%
Two or more races		1	1.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	56.5%	17%	46%	33%	4%
English learners		7	8.2%	❖	❖	❖	❖
Students with disabilities		6	7.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	85	84	98.8%	29%	42%	23%	7%
Male		40	47.1%	25%	43%	20%	13%
Female		44	51.8%	32%	41%	25%	2%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	3.5%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		37	43.5%	43%	46%	8%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		39	45.9%	18%	38%	31%	13%
Two or more races		1	1.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	56.5%	33%	54%	13%	0%
English learners		7	8.2%	❖	❖	❖	❖
Students with disabilities		6	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 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	93	92	98.9%	18%	28%	43%	9%
Male		44	47.3%	20%	30%	45%	5%
Female		48	51.6%	17%	27%	42%	13%
Black or African-American		3	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		2	2.2%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		40	43.0%	23%	30%	40%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	47.3%	16%	30%	45%	9%
Two or more races		2	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		50	53.8%	22%	30%	46%	2%
English learners		4	4.3%	❖	❖	❖	❖
Students with disabilities		11	11.8%	55%	18%	18%	9%
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	93	92	98.9%	41%	41%	12%	4%
Male		44	47.3%	41%	45%	9%	2%
Female		48	51.6%	42%	38%	15%	6%
Black or African-American		3	3.2%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.1%	❖	❖	❖	❖
Asian		2	2.2%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		40	43.0%	45%	38%	13%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	47.3%	39%	45%	11%	5%
Two or more races		2	2.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		50	53.8%	48%	36%	16%	0%
English learners		4	4.3%	❖	❖	❖	❖
Students with disabilities		11	11.8%	64%	9%	27%	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.

## Textbooks and Instructional Materials

The Hart-Ransom Union School District held a public hearing on September 10, 2015, 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 *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 State Content Standards and Frameworks and have been approved by the Board of Education. In the 2014-15 school year, Engage NY Mathematics was adopted for K-8. During the 2015-16 school year, the school will adopt an English Language Arts/English Language Development (ELA/ELD) curriculum. Textbooks are all from the most current state curriculum cycle and are adopted with each new textbook adoption cycle.

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 recesses 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. The sixth-, seventh- and eighth-grade students each have a personal Chromebook. 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

2015-16 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin Medallions (K-5)	2009
English language arts	Holt Literature (6-8)	2009
Mathematics	Engage NY	2014
Mathematics	Engage NY	2014
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

## 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

✧ 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

2015-16 School Year

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

## Currency of Textbook Data

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

### Currency of Textbooks

2015-16 School Year

Data collection date	9/2015
----------------------	--------

## 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-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.



## 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
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Exemplary
<b>Date of the most recent school site inspection</b>			2/20/2015
<b>Date of the most recent completion of the inspection form</b>			2/20/2015

## 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		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	No deficiencies found at the time of inspection.	
Interior	No deficiencies found at the time of inspection.	
Cleanliness	No deficiencies found at the time of inspection.	
Electrical	No deficiencies found at the time of inspection.	
Restrooms/fountains	No deficiencies found at the time of inspection.	
Safety	No deficiencies found at the time of inspection.	
Structural	No deficiencies found at the time of inspection.	
External	No deficiencies found at the time of inspection.	

## 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; 22 portable classrooms; a library; a state-of-the-art computer lab; and a multipurpose building which 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 school day and after school, certificated and/or trained No Child Left (NCLB) qualified employees supervise students. These staff members have been provided training in student relations, school rules and CPR training 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. In 2013, the Safety Committee put more measures in place to maintain the safety of our students. Fire drills, earthquake drills 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. The superintendent 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.

**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 will be performed in December 2015 for the 2015-16 school year.

## Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Hart-Ransom USD	Hart-Ransom ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	57	38	41	43
Without full credential	0	0	1	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 ES		
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](http://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 ES	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.

★ Contracted from County Office: 8 days per month



## 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	0.666
Average number of students per academic counselor	800
Support Staff	
	FTE
Social/behavioral or career development counselors	0.666
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	★
Social worker	0.000
Nurse	★
Speech/language/hearing specialist	0.666
Resource specialist (nonteaching)	1.500
	FTE
Reading specialist (grades 1-2)	1.000
ELD teacher	1.800
Computer technology teacher	1.000
Health teacher (grades 7-8), PE teacher (grades 4-6)	1.000
Music/art/theater teacher (grades 4-6)	0.800

## 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](http://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](http://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](http://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 ES	\$6,029	\$63,139
Hart-Ransom USD	\$5,853	\$63,940
California	\$5,348	\$59,180
School and district: percentage difference	+3.0%	-1.3%
School and California: percentage difference	+12.7%	+6.7%

◇ 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:

- Federal: Educational Consolidation and Improvement Act (ECIA)/Elementary and Secondary Education Act of 1965 (ESEA)/Improving America's Schools Act of 1994 (IASA)
- Drug/Alcohol/Tobacco Education Funds
- Student Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- Instructional materials
- Federal: Special Education
- 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		2013-14 Fiscal Year
Total expenditures per pupil		\$7,523
Expenditures per pupil from restricted sources		\$1,494
Expenditures per pupil from unrestricted sources		\$6,029
Annual average teacher salary		\$63,139

## Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts 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.

## 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
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
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
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
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)	
<b>State Priority: Other Pupil Outcomes</b>	
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. <sup>1</sup> 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
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
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. <sup>2</sup> 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](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

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

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