

SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Hart-Ransom Academic Charter School

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Hart-Ransom USD



Principal's Message

Since 1995, Hart-Ransom Academic Charter School (HRACS) has been helping families achieve academic success through personalized learning opportunities including homeschool. 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.

HRACS is a fully accredited for grades TK-12 by the Western Association of Schools and Colleges (WASC) with 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

To support the Hart-Ransom Union School District 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.

We Value

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

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

Parental Involvement

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

For more information on how to become involved at the school, contact advisory teacher 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. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2016.

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.



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

Richard Fultz
President

Jim Cover
Vice president

Sandy Riggins
Clerk

Sid Miller
Member

Seth Renicker
Member

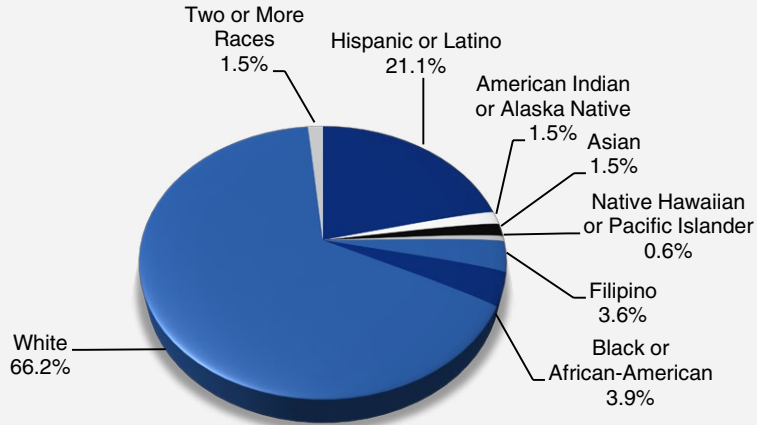


Enrollment by Student Group

The total enrollment at the school was 331 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Socioeconomically disadvantaged 40.20% English learners 0.90% Students with disabilities 3.90% Foster youth 0.00%

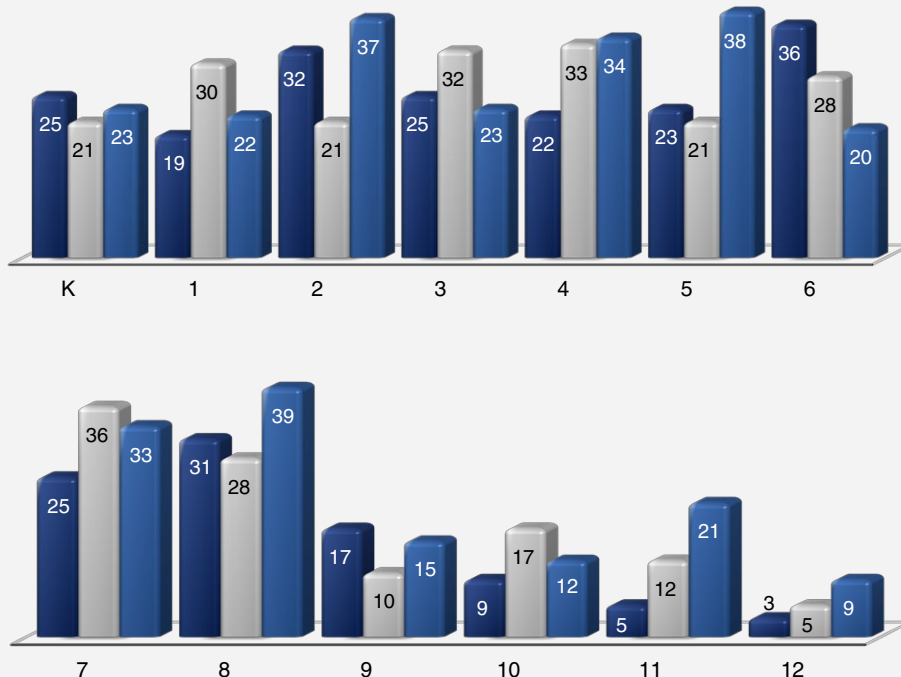
Class Size Distribution

The bar graphs display the three-year average enrollment by grade level. 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

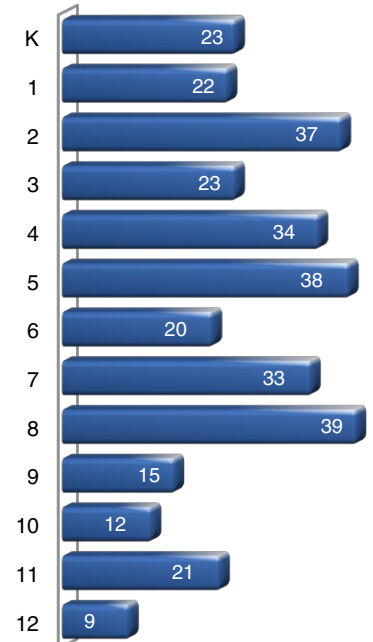
■ 13-14 ■ 14-15 ■ 15-16



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 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 CS

	13-14	14-15	15-16
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

Hart-Ransom USD

	13-14	14-15	15-16
Suspension rates	6.5%	2.8%	2.2%
Expulsion rates	0.0%	0.0%	0.0%

California

	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



"Since 1995, Hart-Ransom Academic Charter School has been helping families achieve academic success through personalized learning opportunities including homeschool."

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	
	2014-15	2015-16	2016-17
Hart-Ransom CS	5 days	5 days	5 days

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 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 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 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 2016-17 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		2016-17 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 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	
2015-16 School Year	
Grade 5	
Four of six standards	12.5%
Five of six standards	31.2%
Six of six standards	25.0%
Grade 7	
Four of six standards	31.0%
Five of six standards	0.0%
Six of six standards	37.9%
Grade 9	
Four of six standards	30.8%
Five of six standards	30.8%
Six of six standards	30.8%



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 tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Hart-Ransom CS			Hart-Ransom USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	64%	63%	71%	74%	66%	73%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	93	79	84.95%	70.89%	
Male	47	38	80.85%	78.95%	
Female	46	41	89.13%	63.41%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	20	19	95.00%	57.89%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	61	49	80.33%	75.51%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	37	32	86.49%	68.75%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Hart-Ransom CS		Hart-Ransom USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	47%	47%	44%	47%	44%	48%
Mathematics	30%	31%	28%	34%	33%	36%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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 tables on the following pages display the percentage of students that met or exceeded state standards in English language arts 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 CAAs 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 - Grade 3

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	24	22	91.70%	47.60%
Male	❖	❖	❖	❖
Female	17	15	88.20%	42.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	53.90%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 3				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	24	22	91.70%	63.60%
Male	❖	❖	❖	❖
Female	17	15	88.20%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	15	14	93.30%	78.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	34	32	94.10%	48.40%
Male	14	13	92.90%	41.70%
Female	20	19	95.00%	52.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	24	23	95.80%	54.60%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	15	100.00%	26.70%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 4				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	34	33	97.10%	24.20%
Male	14	13	92.90%	23.10%
Female	20	20	100.00%	25.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	24	23	95.80%	30.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	15	100.00%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	33	84.60%	45.50%
Male	21	17	81.00%	41.20%
Female	18	16	88.90%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	22	81.50%	45.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	28.60%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 5				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	33	84.60%	21.20%
Male	21	17	81.00%	11.80%
Female	18	16	88.90%	31.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	22	81.50%	22.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	14	14	100.00%	7.10%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 6				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	20	18	90.00%	22.22%
Male	14	12	85.70%	16.67%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	15	88.20%	20.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 6				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	20	18	90.00%	33.33%
Male	14	12	85.70%	33.33%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	17	15	88.20%	33.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 7				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	34	32	94.10%	50.00%
Male	18	16	88.90%	50.00%
Female	16	16	100.00%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	25	23	92.00%	60.87%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 7				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	34	32	94.10%	34.38%
Male	18	16	88.90%	43.75%
Female	16	16	100.00%	25.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	25	23	92.00%	39.13%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	38	92.70%	55.26%
Male	20	18	90.00%	50.00%
Female	21	20	95.20%	60.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	24	88.90%	58.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	16	15	93.80%	53.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 8				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	41	39	95.10%	30.77%
Male	20	18	90.00%	33.33%
Female	21	21	100.00%	28.57%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	27	25	92.60%	32.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	16	15	93.80%	20.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	21	20	95.20%	50.00%
Male	15	14	93.30%	42.90%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	18	18	100.00%	44.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	21	20	95.20%	15.00%
Male	15	14	93.30%	14.30%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	18	18	100.00%	16.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
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.



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.

Career Technical Education Programs

HRACS participates in the Regional Occupational Program (ROP) classes offered through Modesto City Schools. The link to the ROP program information is <https://www.mcs4kids.com/documents/ROP%20High%20School%20Catalog%202016-17.pdf>. Current classes available to HRACS students in grades 9-12 include:

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

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

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	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	27%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	50%



Career Technical Education Participation

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

Career Technical Education Data	
Hart-Ransom CS	
2015-16 Participation	
Number of pupils participating in a CTE program	26
Percentage of pupils who completed a CTE program and earned a high school diploma	91%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



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. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsggrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2015
Group	Hart-Ransom CS	Hart-Ransom USD	California
All students	200.00%	200.00%	85.66%
Black or African-American	❖	❖	76.88%
American Indian or Alaska Native	❖	❖	74.87%
Asian	❖	❖	92.78%
Filipino	❖	❖	96.80%
Hispanic or Latino	❖	❖	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	66.67%	66.67%	87.23%
Two or more races	❖	❖	91.36%
Socioeconomically disadvantaged	66.67%	66.67%	76.61%
English learners	❖	❖	50.90%
Students with disabilities	❖	❖	68.38%
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		
	12-13	13-14	14-15	12-13	13-14	14-15
Hart-Ransom CS	★	100.00%	100.00%	★	0.00%	0.00%
Hart-Ransom USD	★	100.00%	100.00%	★	0.00%	0.00%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ 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.

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



Advanced Placement Courses

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

Advanced Placement Courses	
2015-16 School Year	
Percentage of total enrollment enrolled in AP courses	0%
Number of AP courses offered at the school	16
Number of AP Courses by Subject	
Computer science	1
English	2
Fine and performing arts	1
Foreign language	1
Mathematics	3
Science	2
Social science	6

"The staff, parents and students at HRACS continue to be the heart of the school. Hart-Ransom Charter Cougars are 'Bound for Success.'"



Textbooks and Instructional Materials

Hart-Ransom Union 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 Google Apps for Education for student use.

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

All students in elective classes (which include ceramics, painting, drawing, dance, band, choir, music exploration, guitar, keyboard, robotics, programming, 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.

Textbooks and Instructional Materials List

2016-17 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>California Journeys</i> , Houghton Mifflin Harcourt (K-5)	2016
Reading/language arts	<i>California Collections</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
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 www.hart-ransomcharter.com/curriculum.html.

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

2016-17 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

2016-17 School Year

Data collection date	10/13/2016
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Quality of Textbooks

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

Quality of Textbooks

2016-17 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 Items Inspected

The tables show 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.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			10/4/2016
Date of the most recent completion of the inspection form			10/4/2016

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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Restrooms/fountains	Minor repair to exterior drinking fountain. Parts purchased and repair scheduled.	October 2016

Public Internet Access

Hart-Ransom Charter School provides guest access to the internet for both students and parents. Internet access is also available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on 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.



School Facilities

Hart-Ransom Charter School provides a safe and secure campus for students, staff and volunteers. The school opened in 1995. The school moved into new buildings in 2012, which includes an office, library and four classrooms. The gymnasium and outside field areas are shared with the elementary school in our district. Our campus has locking gates that require a key entry and a system where all visitors coming on campus must check in and out in order to be permitted within the gates.

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

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

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.



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	16-17	14-15	15-16	16-17
With a full credential	58	12	14	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		14-15	15-16	16-17
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

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

Highly Qualified Teachers		2015-16 School Year	
	Percentage of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Hart-Ransom CS	◇	◇	
All schools in district	100.00%	0.00%	
High-poverty schools in district	100.00%	0.00%	
Low-poverty schools in district	◇	◇	

◇ Information is not available at this time.

◇ Not applicable.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.000
Average number of students per academic counselor	57
Support Staff	
Social/behavioral or career development counselors	0.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.000
Social worker	0.000
Nurse	0.300
Speech/language/hearing specialist	0.300
Resource specialist (nonteaching)	0.800
Other	FTE
Teacher's aide	0.375

Additional student support services are provided through service contracts with the county office of education.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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			2014-15 Fiscal Year
	Hart-Ransom USD	Similar Sized District	
Beginning teacher salary	\$44,739	\$41,085	
Midrange teacher salary	\$67,734	\$59,415	
Highest teacher salary	\$89,878	\$75,998	
Average elementary school principal salary	\$117,437	\$100,438	
Average middle school principal salary	◆	\$101,868	
Superintendent salary	\$131,250	\$116,069	
Teacher salaries: percentage of budget	40%	33%	
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			2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Hart-Ransom CS	\$7,042	\$86,012	
Hart-Ransom USD	\$7,178	\$66,844	
California	\$5,677	\$60,985	
School and district: percentage difference	-1.9%	+28.7%	
School and California: percentage difference	+24.0%	+41.0%	

◆ 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	
2014-15 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	\$86,012

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://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.

All data accurate as of January 2017.

School Accountability Report Card

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