

Hart-Ransom Elementary School

Grades TK-8
CDS Code 50-71092-6052542

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Hart-Ransom Union School District

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Principal's Message

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

The staff consists of a single principal; an assistant principal; 43 certificated classroom and support teachers; and 31 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 grades 7-8 are departmentalized.

Hart-Ransom Elementary School boasts a strong instructional program based on 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 prepares students for college and career challenges in their future. A technology coach works with students and teachers to integrate technology into the classroom curriculum. The band program includes beginning, intermediate and advanced band and a jazz ensemble. The choir program has a choir for grades 3-6 and 6-8. After-school tutoring is provided for students with academic needs three days per week within each trimester.

Hart-Ransom has three after school programs for children. For our TK-3 students who ride the later bus, we have our 2 O'clock Care program. This program houses approximately 100 children. Our Eagle's Nest is an After School Education & Safety (ASES) program for which we have a grant to provide after-school activities in the areas of homework time, enrichment activities and recreational activities. Running alongside Eagle's Nest is Eagle's Nest Plus, which is for families who could not get into Eagle's Nest. Eagle's Nest and Eagle's Nest Plus house approximately 125 students.

Many extracurricular academic activities enrich the learning of students. There is an active Student Council, which provides spirit building and community focused activities; a Protecting Health and Slamming Tobacco (PHAST) team; and a yearbook staff. Students have opportunities to participate in the local and county Spelling Bee, the county Elementary Science Olympiad, the traveling Science Lab from Modesto Junior College, and other enrichment events that combine learning and teamwork for both students and staff. We bring Missoula Children's theater directors to campus and students can audition for a musical. Additionally, students in grades 6-8 are involved in inter-school competitive sports: soccer, volleyball, basketball and track.

Positive personal growth is a priority, and students are encouraged and recognized for their positive contributions to the school. We encourage students to become contributing citizens of the school through programs such as Positive Behavioral Intervention and Supports (PBIS); Eagle Traits; Hart-Ransom Heroes; and special campus events, such as Ag Day, International Day and food collection at the holidays.

In May of 2018, Hart-Ransom received a Multi-tiered System of Support (MTSS) grant for \$25,000.00 to focus on improving academics, behavior and providing social-emotional learning experiences. The Stanislaus County Office of Education is teaming with the school and received \$25,000.00 to provide support, professional development and resources in the grant focus areas. Throughout 2020-21, we will be continuing in developing the support systems to provide the best learning environment for ALL children. Hart-Ransom has developed a robust PBIS system that is utilized in every aspect of school life reminding students through PBIS and MTSS how to be successful in their academics, behavior and social-emotional experiences.

Hart-Ransom is in its fifth year of full implementation of PBIS. Our BIG 3 core values—Be Safe, Be Responsible, Be Positive—are emphasized each day across campus and in every classroom. Each day staff members recognize students for showing the values in their speech and action earning Eagle Bucks. Monthly, students have the opportunity to visit the Eagle Outpost to spend their Eagle Bucks on school supplies and a specialty item. Each month students are recognized for exceptional behavioral values at an assembly.

The schoolwide PBIS program is planned and coordinated by the Tier I team, whose members are teachers, classified staff, parents and administrators. Through schoolwide PBIS, the school offers special events such as Football Fridays, Dance, Dance Day, free entry into sporting events, competitive lunchtime games, and many other events to build a positive school culture.

As a result of our three years of implementation, suspensions have significantly decreased and state scores have significantly increased as reported on the California School Dashboard. In the spring of 2019, we applied for state recognition for our work and achievement and made a proposal to speak at the California PBIS Coalition state conference. The school was awarded a Silver award for the work and achievement and in October 2019, the principal, assistant principal and a teacher/PBIS team member presented at the conference.

During the 2020-21 school year, there were several foci for school improvement. Improvement of scholastic achievement as demonstrated through the California Assessment of Student Performance and Progress (CAASPP) scores is a continued focus. Professional development opportunities for staff in all curricular areas and technology are in place for all teachers. All staff will continue to focus on campus culture and supporting students emotionally, behaviorally and socially as well as academically.

Moving forward, we continue to partner with our families and community to increase and improve student learning and growth.

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 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.

"Excellence in Education"

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

Ashley Heinrich, President
Shawn Brunk, Vice President
Seth Renicker, Clerk
Rich Fultz, Member
Sandy Riggins, Member

Professional Development

The professional development days in 2019-20 focused on programs and strategies for students who are underperforming, technology in the classroom and Social Emotional Learning.

Weekly staff meetings also serve to provide professional development. Some topics include: vocabulary development for all students including second language learners, science NGSS standards, technology, trauma informed teaching strategies, PBIS values across campus and in the classroom, and Social Emotional Learning. During staff meetings, professional development is provided by administration, guest presenters and staff members who have researched and developed presentations in specific areas.

Weekly PLC team meetings are held to analyze standards, determine essential standards and essential skills, to develop common formative assessments and to design instruction to support learning of all students in the areas of math and English language arts (ELA). Data is reviewed weekly and teachers design remedial and enrichment instruction to support students at all levels.

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

Many teachers are sent to trainings at the Stanislaus County Office of Education (SCOE) regarding the areas of ELA/English language development (ELD), math, social studies, science and technology.

Specialized teachers in areas such as music, special education, and ELD also have opportunities to attend training specific to their specialty.

The SCOE Induction Program pairs first- and second-year teachers with an experienced mentor to improve their skills and address the California standards for the teaching profession. This program culminates in the teacher earning his or her permanent credential from the California teacher credentialing office.

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

Professional Development Days

Three-Year Data

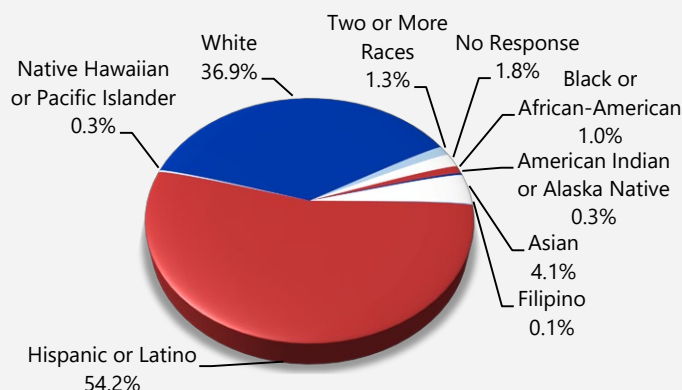
	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	4 days and weekly PLC meetings	4 days, weekly staff meetings and weekly PLC meetings	4 days, weekly staff meetings and weekly PLC meetings

Enrollment by Student Group

The total enrollment at the school was 764 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year



School Mission Statement

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

We will:

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

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

School Vision Statement

Hart-Ransom is dedicated to providing excellence in education where all students are instructed to succeed both educationally and socially in a global society.

California School Dashboard

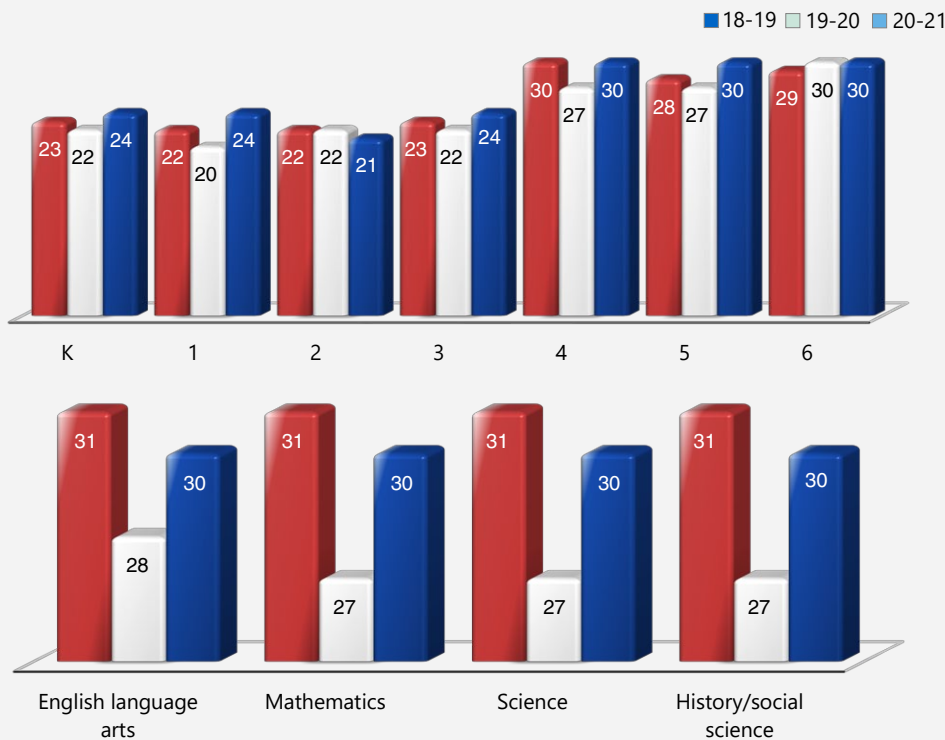
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	4			4			4	
1		4			4			4	
2		4			4			4	
3		4			4			4	
4		3			3			3	
5		3			3			3	
6		3			3			3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			2			2	
Mathematics		6			1			1	
Science		6			1			1	
History/social science		6			1			1	

Enrollment by Student Group

Demographics

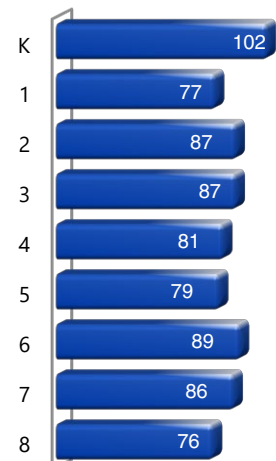
2020-21 School Year

Female	50.00%
Male	50.00%
Non-Binary	0.00%
English learners	9.20%
Foster youth	0.10%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disadvantaged	49.90%
Students with Disabilities	6.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Hart-Ransom ES		Hart-Ransom USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.3%	2.5%	2.2%	1.6%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	Hart-Ransom ES		Hart-Ransom USD		California
	19-20		19-20		19-20
Suspension rates	2.6%		1.8%		2.5%
Expulsion rates	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	2.50%	0.00%		
Female	0.50%	0.00%		
Male	4.50%	0.00%		
Non-Binary	0.00%	0.00%		
American Indian or Alaska Native	0.00%	0.00%		
Asian	0.00%	0.00%		
Black or African American	7.70%	0.00%		
Filipino	0.00%	0.00%		
Hispanic or Latino	3.20%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	8.30%	0.00%		
White	1.30%	0.00%		
English Learners	5.10%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	16.70%	0.00%		
Socioeconomically Disadvantaged	3.70%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	11.80%	0.00%		

Parental Involvement

Parents and the community are an important factor in the success of Hart-Ransom Elementary School. Parents provide a positive role in school life. Students recognize that school is important because their parents take time to be a part of the school life. Parents are encouraged to participate in various ways on our campus as classroom helpers; at school activities; on the playground; and as mentors, coaches and tutors. Parents also share their careers with students on Career Days throughout the year, participate in Ag Day and International Day as presenters, and participate as interviewers in the 8th grade College and Career Day.

Parents also serve on decision-making committees: School Site Council and English Learner Advisory Committee (ELAC) teams, Parent Advisory Team, the Safety Team, the PBIS Tier I Team, and ad hoc committees such as graduation planning, and district teams such as safety and facilities team. Additionally, each year the school seeks parent input through a school survey. Parent input is important as we plan programs and goals for the school and students, as evidenced in the Local Control and Accountability Plan (LCAP).

The parent-school partnership is a vital part of Hart-Ransom School and we are thankful for the involvement of every parent and guardian.

The Parent Teacher Club (PTC) sponsors many community and family activities that promote a positive environment both in school and in the community. PTC sponsors fundraisers such as the annual Fun Run, and the Denim and Diamonds dinner and auction.

The proceeds from the fundraisers go directly to support the school and students. The PTC provides funds for field trips, the sports program, sixth-grade Outdoor Education and helps provide for Missoula Children's Theater to come to Hart-Ransom to produce a musical with our students. PTC sponsors family events such as the fall outdoor Movie and Safety Night, and the holiday movie night. The PTC also supports the schoolwide PBIS program and helps the school fund an inspirational and motivational speaker each year for students and parents. All parents are encouraged to become involved in school life either through volunteering or becoming an active member of the Parent Teacher Club.

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

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.

California Physical Fitness Test			2020-21 School Year	
Percentage of Students Meeting Fitness Standards	Hart-Ransom ES			
	Grade 5	Grade 7		
Four of six standards	◇	◇		
Five of six standards	◇	◇		
Six of six standards	◇	◇		

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate		
All Students	810	801	166	20.70%		
Female	410	405	77	19.00%		
Male	400	396	89	22.50%		
American Indian or Alaska Native	2	2	0	0.00%		
Asian	31	31	1	3.20%		
Black or African American	13	13	4	30.80%		
Filipino	1	1	0	0.00%		
Hispanic or Latino	432	429	121	28.20%		
Native Hawaiian or Pacific Islander	2	2	1	50.00%		
Two or More Races	12	12	4	33.30%		
White	303	297	32	10.80%		
English Learners	79	79	25	31.60%		
Foster Youth	2	2	2	100.00%		
Homeless	12	12	3	25.00%		
Socioeconomically Disadvantaged	405	403	134	33.30%		
Students Receiving Migrant Education Services	0	0	0	0.00%		
Students with Disabilities	51	51	16	31.40%		

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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:

- Elementary and Secondary Education Act (ESEA) of 1965
- Instructional materials
- Special Education (federal)
- Home-to-school transportation
- Economic Impact Aid (EIA)
- Tobacco-Use Prevention Education (TUPE)
- Class Size Reduction (K-3)

School Safety

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

The school's disaster-preparedness plan identifies procedures to follow during emergencies and natural disasters. We conduct emergency drills regularly, fire drills monthly, and earthquake and campus-secure drills four times a year. For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

Staff has been trained in how to respond to students who show strong adverse behaviors that may be a danger to themselves or others. They have also had training in intruders on campus and participated in an intruder on campus simulation.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2022.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Hart-Ransom ES		Hart-Ransom USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	25.48%	■	25.48%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Hart-Ransom ES		Hart-Ransom USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

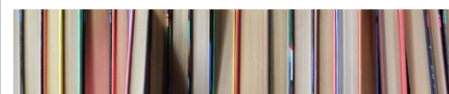
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	161	157	97.52%	2.48%	25.48%
Female	74	72	97.30%	2.70%	25.00%
Male	87	85	97.70%	2.30%	25.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	78	75	96.15%	3.85%	13.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	67	66	98.51%	1.49%	37.88%
English Learners	13	13	100.00%	0.00%	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	73	72	98.63%	1.37%	11.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	10	76.92%	23.08%	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	508	486	95.67%	4.33%	46.69%
Female	260	247	95.00%	5.00%	51.42%
Male	248	239	96.37%	3.63%	41.77%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	19	95.00%	5.00%	52.63%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	279	265	94.98%	5.02%	38.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	18	94.74%	5.26%	33.33%
White	180	174	96.67%	3.33%	60.47%
English Learners	51	51	100.00%	0.00%	1.96%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	252	238	94.44%	5.56%	33.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	33	89.19%	10.81%	9.38%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	508	476	93.70%	6.30%	27.73%
Female	260	242	93.08%	6.92%	29.34%
Male	248	234	94.35%	5.65%	26.07%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	19	95.00%	5.00%	52.63%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	279	258	92.47%	7.53%	20.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	18	94.74%	5.26%	22.22%
White	180	171	95.00%	5.00%	36.84%
English Learners	51	49	96.08%	3.92%	8.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	252	232	92.06%	7.94%	18.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	30	81.08%	18.92%	6.67%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

The Hart-Ransom Union School District held a public hearing on October 8, 2021 and determined that each school within the district has sufficient and good-quality textbooks, instructional materials or science-lab equipment pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* (also called the Williams case). All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Board of Education State Content Standards and Frameworks and have been approved by the Hart-Ransom Board of Education. In the 2014-15 school year, Eureka Math Mathematics was adopted for K-5, and in the summer of 2018 Illustrative Math was adopted for grades 6-8. In 2016-17, new English language arts (ELA) and English language development (ELD) materials were implemented—McGraw-Hill's Wonders in grades K-1; Benchmark Advance in grades 2-6; and College Board Spring Board program materials in grades 7-8. As per the curriculum frameworks and adoption cycles, history/social studies materials were adopted to be implemented for the 2018-19 school year—McGraw Hill's Impact California in grades 4-6 and TCI in grades 7-8.

In the spring of 2019, a science study and selection team was formed. The team spent five full days in training with consultants from Stanislaus County Office of Education, in a process of determining Hart-Ransom's vision and goals for science instruction, going deep into the Next Generation Science Standards (NGSS) and narrowing the field of materials to those that best suit the needs of the school.

During the 2019-20 school year, NGSS state-approved science curriculum was being piloted for implementation in the 2020-21 school year. The pilot was successful with Discovery Education being implemented in the 2021-22 school year.

The library is staffed by a full-time library media clerk and has 11 computer workstations for student use. Students in TK-6 visit the library once a week to utilize it for selecting books, research and homework. Junior high students have access to the library during their lunch three times per week.

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. Students in grades 2-8 have 1:1 web access through use of Chromebooks and utilize Google for research, exploring and creating that supports student learning. For kindergarten and first grade, there is one Chromebook for every two 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

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Wonders</i> , McGraw-Hill (K-1)	2016
Reading/language arts	<i>Benchmark Advance</i> (2-6)	2016
Reading/language arts	<i>Spring Board</i> , College Board (7-8)	2016
Mathematics	<i>Eureka Math</i> (K-6)	2016
Mathematics	<i>Illustrative Math</i> (7-8)	2018
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Discovery Education	2021
History/social science	<i>Impact California</i> , McGraw Hill (K-6)	2018
History/social science	TCI (7-8)	2018
Health	Pearson (7-8)	2009

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

2021-22 School Year

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

2021-22 School Year

Data collection date	10/21/2021
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Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/27/2021

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		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Structural	Woodpeckers have made small holes in the wood siding of portable #34 making a way for hornets to travel inside of building to nest. Plug up the holes to stop the hornets from traveling inside the building to nest.	July 2022
External	Rusty edges on decks of play structure east of classroom #34. Take steps to prevent the rust.	July 2022

School Facilities

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

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

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

During the 2015-16 school year, a new Maintenance, Operations and Transportation (MOT) facility was built. During the 2016-17 school year, renovations were made to the kindergarten area. The kindergarten playground is surrounded by the TK and kindergarten classrooms and is enclosed by a fence to provide the best safety possible for the little ones.

School Facilities

Continued from left

Through the construction and renovations, additional parking and new traffic-flow systems were put in place to improve traffic on campus. Funding for these improvements came from developer fees, mandated costs funds, project savings (Fund 35) and Deferred Maintenance Program funds.

During the school day and after school, certificated, trained and qualified classified employees supervise students. Certificated staff supervise our yard before school, during morning recesses and as students leave campus after school. During lunch, there are six yard supervisors who monitor students through the five lunch periods. Our after-school program has a staff of six. All of these staff members have been provided training in student relations, school rules and CPR, as well as opportunities for first-aid training.

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

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

Maintenance and Repair: The MOT supervisor monitors the maintenance and repair needs of the campus. He coordinates the repairs necessary to keep the school in good repair and working order which are completed in a timely manner. He also manages and coordinates the maintenance of the buses. 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.

Grounds: The MOT supervisor manages the grounds staff in keeping the campus well maintained and beautiful.

The Facilities Inspection Tool was used to evaluate the status of the campus on October 27, 2021.

Continued on sidebar

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Hart-Ransom ES	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

Indicator	Hart-Ransom ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

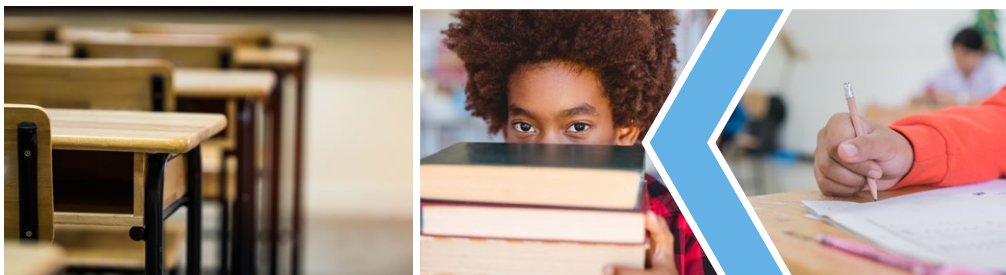
Class Assignments

2019-20 School Year

Indicator	Hart-Ransom ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	736:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.16
Social worker	0.00
Nurse	0.38
Speech/language/hearing specialist	0.44
Resource specialist (nonteaching)	2.00

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

Salary Data			2019-20 Fiscal Year
	Hart-Ransom USD	Similar Sized District	
Beginning teacher salary	\$54,645	\$51,450	
Midrange teacher salary	\$82,653	\$80,263	
Highest teacher salary	\$109,472	\$101,012	
Average elementary school principal salary	\$150,477	\$128,082	
Superintendent salary	\$194,686	\$197,968	
Teacher salaries: percentage of budget	39%	34%	
Administrative salaries: percentage of budget	7%	6%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Hart-Ransom ES	\$9,590	\$85,002	
Hart-Ransom USD	\$9,351	\$85,902	
California	\$8,444	\$82,431	
School and district: percentage difference	+2.6%	-1.0%	
School and California: percentage difference	+13.6%	+3.1%	

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$11,493
Expenditures per pupil from restricted sources	\$1,903
Expenditures per pupil from unrestricted sources	\$9,590
Annual average teacher salary	\$85,002



Expenditures Per Pupil

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

School Accountability Report Card

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