

3920 Shoemake Avenue Modesto, CA 95358 • Phone: (209) 523-0401 • Grades: TK-12
www.hart-ransomcharter.com • David Cline, Principal • dcline@hartransom.org



Principal's Message

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

HRACS is fully WASC-accredited grades TK-12 with a resilient instructional program based on the philosophy that all students can learn and achieve success. Our program ensures learning through 21st-century skills of communication, collaboration, creativity and critical thinking allowing students to meet and exceed California State Standards. HRACS' 2013 growth Academic Performance Index (API) of 802 represents the universal commitment to always be improving. We have aligned our Local Accountability Control Plan (LCAP) to address the needs of California state standards, technology demands and well-rounded student-learning goals. Our staff, parents, and students continue to be the heart of our school. We are Cougars "Bound for Success."

School Mission Statement

To support the Hart-Ransom Union School District mission statement, Hart-Ransom Academic Charter School will provide unique educational opportunities 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 Sara Douglas 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 January 2014.

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.

Hart-Ransom Union School District

Ream Lochry, Superintendent
E-mail: rlochry@hartransom.org

3920 Shoemake Avenue
Modesto, CA 95358
Phone: (209) 523-0401

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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

Rich Fultz
President

Joey Gonsalves
Vice president

Robin Hennings
Clerk

Sandy Riggins
Member

Jim Cover
Member

2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Hart-Ransom Academic CS			Hart-Ransom Union SD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	55%	67%	67%	67%	68%	75%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	75%
All students at the school	67%
Male	73%
Female	59%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	67%
Two or more races	❖
Socioeconomically disadvantaged	67%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Hart-Ransom Academic CS			Hart-Ransom Union SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	60%	60%	65%	60%	63%	61%	54%	56%	55%
Mathematics	43%	41%	41%	50%	51%	51%	49%	50%	50%
History/social science	46%	56%	48%	63%	72%	52%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, 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/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	4	5	5
Similar Schools API Rank	3	6	5

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Hart-Ransom Academic CS – Actual API Change		
	Hart-Ransom Academic CS	Hart-Ransom Union SD	California	10-11	11-12	12-13
All students	802	816	790	5	12	-2
Black or African-American	❖	768	707	■	■	■
American Indian or Alaska Native	❖	682	742	■	■	■
Asian	❖	889	906	■	■	■
Filipino	❖	872	867	■	■	■
Hispanic or Latino	762	784	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	823	843	852	10	21	-14
Two or more races	❖	❖	845	■	■	■
Socioeconomically disadvantaged	797	796	742	-23	18	40
English learners	❖	763	717	■	■	■
Students with disabilities	667	635	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Hart-Ransom Academic CS	Hart-Ransom Union SD
Met overall AYP	**	**
Met participation rate		
English language arts	**	**
Mathematics	**	**
Met percent proficient		
English language arts	**	**
Mathematics	**	**
Met graduation rate	**	**

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI 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	2014-15 School Year	
	Hart-Ransom Academic CS	Hart-Ransom Union SD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2011-2012
Year in Program Improvement*	◇	Year 3
Number of schools identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

Types of Services Funded

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

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	
2013-14 School Year	
Grade 5	
Four of six standards	13.60%
Five of six standards	13.60%
Six of six standards	40.90%
Grade 7	
Four of six standards	22.70%
Five of six standards	13.60%
Six of six standards	40.90%
Grade 9	
Four of six standards	6.70%
Five of six standards	13.30%
Six of six standards	53.30%

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Hart-Ransom Charter School.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Hart-Ransom Academic CS	★	❖	❖	★	❖	❖
Hart-Ransom Union SD	★	80%	70%	★	60%	50%
California	56%	57%	56%	58%	60%	62%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.

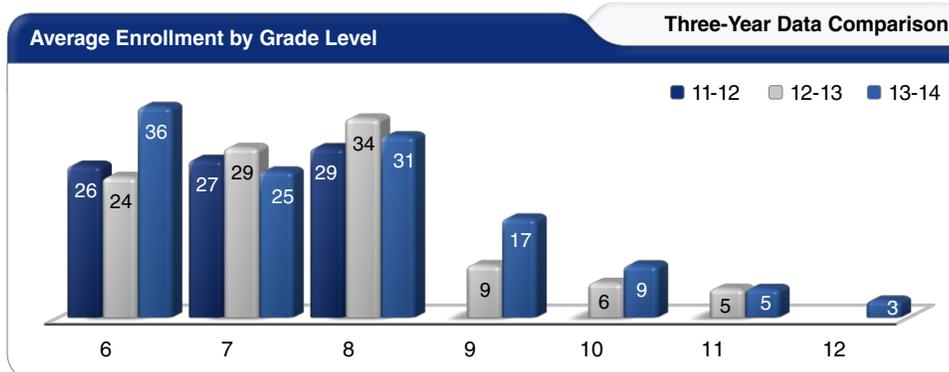
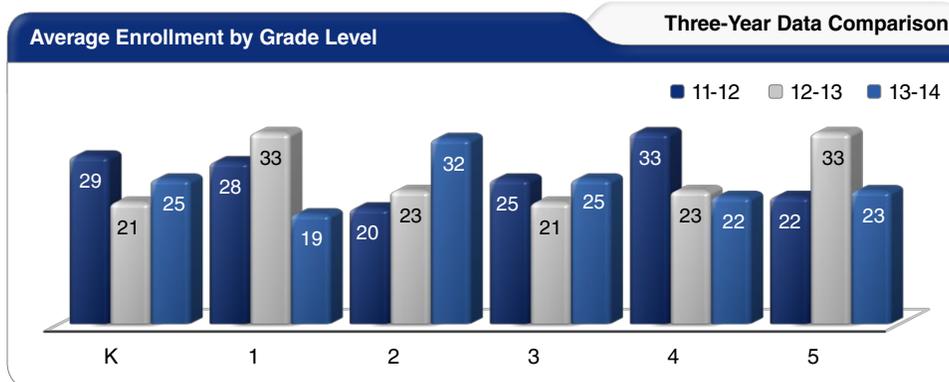
District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

Students Scoring at Proficient or Advanced Levels	2013-14 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	❖	❖	❖
Mathematics	❖	❖	❖

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Class Size Distribution



Class Size Distribution

The bar graphs display the three-year data for average enrollment by grade level. Hart-Ransom Academic Charter School is a non-classroom-based, independent study homeschool 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. Hart-Ransom Academic Charter School's secondary program was launched in the 2012-2013 school year and grades 9, 10 and 11. The high school program is 90% online utilizing the Connections Learning courses and teachers with some elective onsite and community course vendors including some junior college courses. The school is fully accredited by the Western Association of Schools and Colleges (WASC).

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

★ Hart-Ransom Charter School did not have high school students before the 2012-13 school year. Our first group of 12th grade students took place in the 2013-14 school year. Therefore, this high school data does not apply.

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 the California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC and CSU Admission

UC/CSU Admission		2012-13 and 2013-14 School Years
		Hart-Ransom Academic CS
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14		59%
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13		0%



Course Enrollment for UC and 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>.

Career Technical Education Programs

HRACS participates in the Regional Occupational Program classes offered through Modesto City Schools. The link to the ROP program information is <http://mcs.monet.k12.ca.us/parents/career/MC-SPages/ROP.aspx>. 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 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
- ava 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



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 Academic CS	
2013-14 Participation	
Number of pupils participating in CTE	6
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
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 percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Hart-Ransom Academic CS	Hart-Ransom Union SD	California
All students	★	★	84.56%
Black or African-American	★	★	75.90%
American Indian or Alaska Native	★	★	77.82%
Asian	★	★	92.94%
Filipino	★	★	92.20%
Hispanic or Latino	★	★	80.83%
Native Hawaiian or Pacific Islander	★	★	84.06%
White	★	★	90.15%
Two or more races	★	★	89.03%
Socioeconomically disadvantaged	★	★	82.58%
English learners	★	★	53.68%
Students with disabilities	★	★	60.31%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Hart-Ransom Academic CS	★	★	★	★	★	★
Hart-Ransom Union SD	★	★	★	★	★	★
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

Public Internet Access

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

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

★ Hart-Ransom Charter School did not have high school students before the 2012-13 school year. Our first group of 12th grade students took place in the 2013-14 school year. Therefore, this high school data does not apply.

◇ At the time this report was published, California suspension and expulsion results were not available.

Advanced Placement Courses

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

Advanced Placement Courses	
2013-14 School Year	
Percent of total enrollment enrolled in AP courses	0.05%
Number of AP courses offered at the school	28
Number of AP Courses by Subject	
Computer Science	2
English	4
Fine and performing arts	2
Foreign language	2
Mathematics	6
Science	4
Social science	8

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 Academic CS			
	11-12	12-13	13-14
Suspension rates	0.00%	0.00%	0.00%
Expulsion rates	0.00%	0.00%	0.00%
Hart-Ransom Union SD			
	11-12	12-13	13-14
Suspension rates	7.28%	4.13%	6.45%
Expulsion rates	0.19%	0.00%	0.00%
California			
	11-12	12-13	13-14
Suspension rates	◇	◇	◇
Expulsion rates	◇	◇	◇

Textbooks and Instructional Materials

Hart-Ransom Union School District held a public hearing on October 9, 2014, and determined 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 and have been approved by the BOE.

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 Discovery Education Streaming Plus Digital Media 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.

Hart-Ransom Charter School has 75 computers in the classrooms, as well as 10 computers in the Accelerated Reader Lab, all of which have high-speed Internet access. 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, and theater) have access to the appropriate textbooks and instructional materials.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	California Treasures (K-5)	2010
English language arts	Prentice Hall (6-8)	2002
English language arts	Spotlight on Literature, Macmillan/McGraw-Hill (6-8)	2000
English language arts	Pathways Reading (K-3)	1995
Mathematics	Houghton Mifflin (K-6)	2009
Mathematics	Saxon (1-6)	2001
Mathematics	McDougal Littell (6-8)	2004
Mathematics	Modern Curriculum Press Math (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 can be viewed online at:
www.hart-ransomcharter.com/Hart-Ransom_Charter_Home_School_of_Modesto/Class_Curriculum_files/2014-2015%20Curriculum%20Catalog.pdf

Currency of Textbook Data

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

Currency of Textbook Data		2014-15 School Year
Data Collection Date		10/2014

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	
2014-15 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%



Quality of Textbooks

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

Quality of Textbooks	
2014-15 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
Does every student, 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 table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

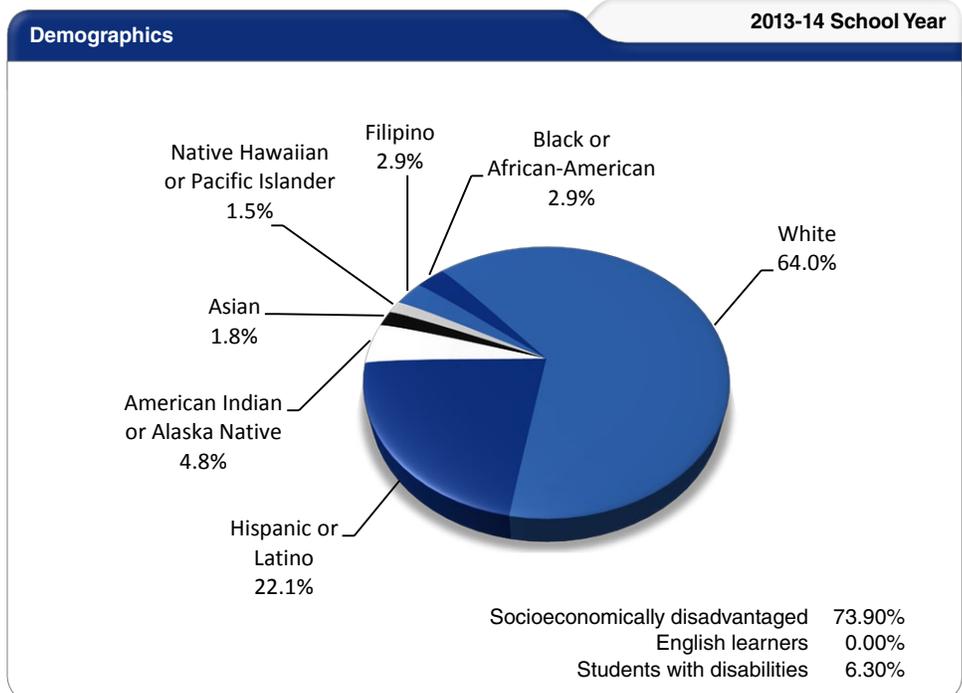
School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 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			Good
Date of the most recent school site inspection			10/21/2014
Date of the most recent completion of the inspection form			10/21/2014

Enrollment by Student Group

The total enrollment at the school was 272 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



School Facilities

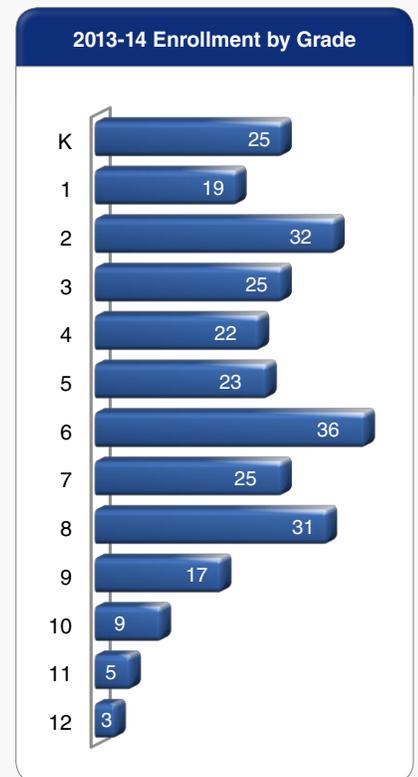
Hart-Ransom Charter School provides a safe and secure campus for students, staff, and volunteers. The school opened in 1995 and currently includes a library and four classrooms. The gymnasium and outside field areas are shared with the elementary school in our district. Our campus has locking gates that 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.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



Teacher Qualifications

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

Teacher Credential Information	Three-Year Data Comparison			
	Hart-Ransom Union SD	Hart-Ransom Academic CS		
Teachers	14-15	12-13	13-14	14-15
With full credential	51	12	12	12
Without full credential	1	0	0	0
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Hart-Ransom Academic CS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

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

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Hart-Ransom Academic CS	100.00%	0.00%
All schools in district	78.33%	21.67%
High-poverty schools in district	78.33%	21.67%
Low-poverty schools in district	✧	✧

✧ Not applicable.

Professional Development

In the 2012-13 and 2013-14 school years Hart-Ransom Academic Charter School provided three days each year dedicated to staff development for advisory teachers and staff. Staff members also build teaching skills and concepts through participation in conferences and workshops and through professional learning communities.

In the 2014-15 school year, five days were dedicated to professional development. 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.

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	✧
Support Staff	
Social/behavioral or career development counselors	FTE
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.33
Resource specialist (non-teaching)	0.50

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 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	2012-13 Fiscal Year	
	Hart-Ransom Union SD	Similar Sized District
Beginning teacher salary	\$42,020	\$38,970
Midrange teacher salary	\$65,467	\$56,096
Highest teacher salary	\$81,884	\$71,434
Average elementary school principal salary	\$88,748	\$91,570
Average middle school principal salary	\$88,748	\$97,460
Average high school principal salary	\$88,748	\$99,544
Superintendent salary	\$121,281	\$107,071
Teacher salaries — percent of budget	44%	36%
Administrative salaries — percent 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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom Academic CS	\$5,853	\$64,908
Hart-Ransom Union SD	\$1,468	\$69,239
California	\$4,690	\$57,931
School and district — percent difference	+312.0%	+6.3%
School and California — percent difference	+24.8%	+12.0%

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$5,853
Expenditures per pupil from restricted sources	\$0
Expenditures per pupil from unrestricted sources	\$5,853
Annual average teacher salary	\$64,908



Expenditures Per Pupil

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



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, 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. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

Local Control Accountability Plan (LCAP) Requirements

The table below outlines the eight state priority areas and whether or not the data are included in the School Accountability Report Card.

Local Control Accountability Plan Requirements	Alignment Between the Eight State Priority Areas and the SARC
Education Code (EC)	Data Required in the SARC
Priority 1: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. EC § 52060 (d)(1)	Yes
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	Yes
School facilities are maintained in good repair. EC § 52060 (d)(1)	Yes
Priority 2: Implementation of State Standards	
Implementation of academic content and performance standards adopted by the state board for all students, including English Language Development standards for English learners. EC § 52060 (d)(2)	No
Priority 3: Parental Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	Yes
Priority 4: Pupil Achievement	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	Yes
The Academic Performance Index. EC § 52060 (d)(4)(B)	Yes
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	Yes
The percentage of English learners who make progress toward English proficiency (e.g., California English Language Development Test). EC § 52060 (d)(4)(D)	No
The English learner reclassification rate. EC § 52060 (d)(4)(E)	No
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. EC § 52060 (d)(4)(F)	No
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. EC § 52060 (d)(4)(G)	No
Priority 5: Pupil Engagement	
School attendance rates. EC § 52060 (d)(5)(A)	No
Chronic absenteeism rates. EC § 52060 (d)(5)(B)	No
Middle school dropout rates. EC § 52060 (d)(5)(C)	No
High school dropout rates. EC § 52060 (d)(5)(D)	Yes
High school graduation rates. EC § 52060 (d)(5)(E)	Yes
Priority 6: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	Yes
Pupil expulsion rates. EC § 52060 (d)(6)(B)	Yes
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. EC § 52060 (d)(6)(C)	Yes ¹
Priority 7: Course Access	
Pupils have access to and are enrolled in a broad course of study that includes all subject areas. EC § 52060 (d)(7)	No
Priority 8: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. EC § 52060 (d)(8)	Yes ²

¹ School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

² English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.