

# Hart-Ransom Academic Charter School

Grades TK-12  
CDS Code 50-71092-6112965

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## Hart-Ransom Union School District

3920 Shoemake Avenue Modesto, CA 95358 ▪ [www.hartransom.org](http://www.hartransom.org)

Matthew Shipley, Superintendent ▪ [mshipley@hartransom.org](mailto:mshipley@hartransom.org) ▪ (209) 523-9996

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

## Principal's Message

Hart-Ransom Academic Charter School (HRACS) is a pivotal partner for families choosing homeschool and distance learning options for their children. The high school program has multiple pathways for students, including a dynamic early college pathway where students earn college credit while enrolled in high school.

HRACS is fully accredited by the Western Association of Schools and Colleges (WASC) for grades TK-12 and has a robust instructional program based on the philosophy that all students can learn and achieve success. The program promotes learning through 21st-century skills of communication, collaboration, creativity and critical thinking, assisting students to meet and exceed grade-level standards. HRACS has aligned its Local Accountability Control Plan (LCAP) to provide for the needs of our students. The staff, parents and students at HRACS continue to be the heart of the school. Hart-Ransom Charter Cougars are "Bound for Success," and we are #BetterTogether!

## School Mission Statement

Hart-Ransom Academic Charter School provides unique educational opportunities that enhance family life, while addressing the needs and concerns of parents and children. We take seriously our responsibility to help our students build proficiency in academic and social competencies necessary for success in each grade level and beyond.

## Parental Involvement

As a homeschool program, parents are indispensable partners in 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 on crucial topics: reading, writing, mathematics, science 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 us at (209) 523-0401.

## School Safety

A comprehensive School Site Safety Plan, which is reviewed annually by the Hart-Ransom Union School District, is in place to ensure a secure, peaceful and clean environment for the school community. The school's disaster-preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted regularly, including fire, earthquake and campus security drills.

For safety precautions, the school's perimeter is securely fenced on all sides. Adult supervision is provided when students are on school grounds and during attendance hours. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The school safety plan was last reviewed, updated, and discussed with the school faculty in October 2021. District plans and compliance documents are available online at [www.hartransom.org/plans](http://www.hartransom.org/plans).

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



## School 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.

*"Bound for Success"*

## 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

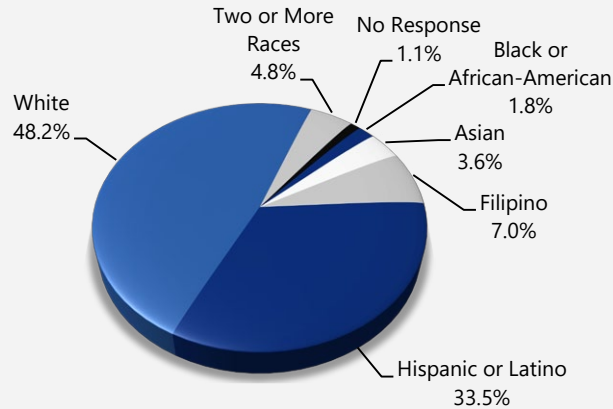
Ashley Heinrich, President  
Shawn Brunk, Vice President  
Seth Renicker, Clerk  
Rich Fultz, Member  
Sandy Riggins, Member

## Enrollment by Student Group

The total enrollment at the school was 442 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year



## Average Class Size and Class Size Distribution

Hart-Ransom Academic Charter School is a non-classroom-based, independent-study program. Students are overseen by certificated staff with a pupil-teacher ratio that does not exceed 25:1 or the equivalent pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates.

## 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
<b>All Students</b>	451	445	1	0.20%
<b>Female</b>	233	231	1	0.40%
<b>Male</b>	218	214	0	0.00%
<b>American Indian or Alaska Native</b>	0	0	0	0.00%
<b>Asian</b>	16	16	0	0.00%
<b>Black or African American</b>	10	8	0	0.00%
<b>Filipino</b>	31	31	0	0.00%
<b>Hispanic or Latino</b>	150	148	0	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.00%
<b>Two or More Races</b>	21	21	0	0.00%
<b>White</b>	218	216	1	0.50%
<b>English Learners</b>	12	12	0	0.00%
<b>Foster Youth</b>	0	0	0	0.00%
<b>Homeless</b>	0	0	0	0.00%
<b>Socioeconomically Disadvantaged</b>	152	150	0	0.00%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%
<b>Students with Disabilities</b>	24	23	1	4.30%

## Enrollment by Student Group

### Demographics

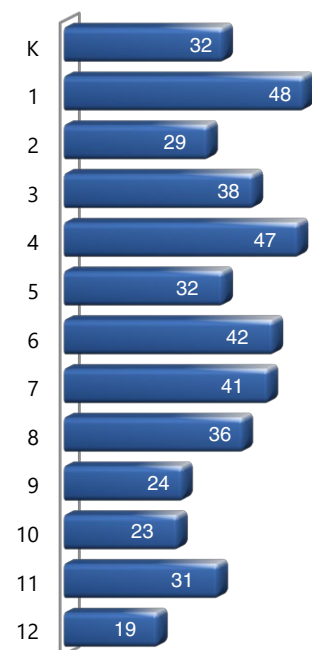
2020-21 School Year

<b>Female</b>	52.00%
<b>Male</b>	48.00%
<b>Non-Binary</b>	0.00%
<b>English learners</b>	2.70%
<b>Foster youth</b>	0.00%
<b>Homeless</b>	0.00%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	33.50%
<b>Students with Disabilities</b>	3.40%

## 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 CS		Hart-Ransom USD		California
	18-19	20-21	18-19	20-21	18-19 20-21
<b>Suspension rates</b>	0.0%	0.0%	2.2%	1.6%	3.5% 0.2%
<b>Expulsion rates</b>	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 CS		Hart-Ransom USD		California
	19-20		19-20		19-20
<b>Suspension rates</b>	0.0%		1.8%		2.5%
<b>Expulsion rates</b>	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		
<b>All Students</b>	0.00%	0.00%		
<b>Female</b>	0.00%	0.00%		
<b>Male</b>	0.00%	0.00%		
<b>Non-Binary</b>	0.00%	0.00%		
<b>American Indian or Alaska Native</b>	0.00%	0.00%		
<b>Asian</b>	0.00%	0.00%		
<b>Black or African American</b>	0.00%	0.00%		
<b>Filipino</b>	0.00%	0.00%		
<b>Hispanic or Latino</b>	0.00%	0.00%		
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%		
<b>Two or More Races</b>	0.00%	0.00%		
<b>White</b>	0.00%	0.00%		
<b>English Learners</b>	0.00%	0.00%		
<b>Foster Youth</b>	0.00%	0.00%		
<b>Homeless</b>	0.00%	0.00%		
<b>Socioeconomically Disadvantaged</b>	0.00%	0.00%		
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%		
<b>Students with Disabilities</b>	0.00%	0.00%		

## Professional Development

A minimum of five days is specifically and fully dedicated to professional development, but additional training is provided at staff meetings throughout the year. 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 educators, and meeting curricular and programmatic goals. Additionally, teachers and staff participate in a variety of conferences, workshops and gain knowledge through professional learning communities with the teaching staff meeting weekly and the entire school staff meeting monthly. Advisory teachers also provide training and workshops for parents teaching in the homeschool environment. This training is provided to ensure that parents have instructional practices that align with the schoolwide student learning objectives.

### Professional Development Days

#### Number of school days dedicated to staff development and continuous improvement

<b>2019-20</b>	5
<b>2020-21</b>	5
<b>2021-22</b>	5

## Career Technical Education Programs

Hart-Ransom Academy Charter School did not offer Career Technical Education courses.

## 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.



## 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 CS		Hart-Ransom USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	50.00%	■	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 CS		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, 8 and high school)

## 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	117	96	82.05%	17.95%	50.00%
Female	53	48	90.57%	9.43%	58.33%
Male	64	48	75.00%	25.00%	41.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	35	30	85.71%	14.29%	53.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	58	46	79.31%	20.69%	45.65%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	34	28	82.35%	17.65%	50.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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 and 11)  
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	261	222	85.06%	14.94%	55.41%
Female	118	102	86.44%	13.56%	57.84%
Male	143	120	83.92%	16.08%	53.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	22	20	90.91%	9.09%	65.00%
Hispanic or Latino	85	73	85.88%	14.12%	39.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	58.33%
White	125	103	82.40%	17.60%	64.08%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	86	73	84.88%	15.12%	46.58%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	6	46.15%	53.85%	❖

❖ 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 and 11)  
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	261	223	85.44%	14.56%	45.29%
Female	118	102	86.44%	13.56%	46.08%
Male	143	121	84.62%	15.38%	44.63%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	22	20	90.91%	9.09%	55.00%
Hispanic or Latino	85	74	87.06%	12.94%	31.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	33.33%
White	125	103	82.40%	17.60%	53.40%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	86	73	84.88%	15.12%	42.47%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	6	46.15%	53.85%	❖

❖ 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.





## Graduation and Dropout Rates

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

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Hart-Ransom CS	81.80%	88.50%	95.70%	18.20%	11.50%	4.30%
Hart-Ransom USD	81.80%	88.50%	95.70%	18.20%	11.50%	4.30%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group		2020-21 School Year	
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	22	95.70%
Female	12	12	100.00%
Male	11	10	90.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ 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.

## Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
Percentage of total enrollment enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

## Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Hart-Ransom CS	
2019-20 and 2020-21 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	0.00%

## Textbooks and Instructional Materials

Hart-Ransom Union School District holds a public hearing annually to determine that each school within the district has sufficient and good-quality textbooks, instructional materials and science-lab equipment pursuant to the settlement of *Williams v. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials or both in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks.

An administrator and teachers form the Curriculum Committee, which establishes selection criteria based on test results, state standards, state-adopted lists and piloting of certain curriculum. This committee makes recommendations to the board of trustees for final adoption.

The school utilizes the online Accelerated Reader program, which provides a variety of reference books, assessment materials and reading tools for student and teacher use. More than 10,000 quizzes are available to our students. The school also utilizes California Streaming to supplement and enrich student learning experiences. A wide variety of other online tools, such as Typing Pal and Khan Academy, are available for student use.

Hart-Ransom Academic Charter School operates a 1:1 Chromebook program for students in grades 2-12. Chromebooks are equipped with a Google console and monitored with GoGuardian filters. The school also has computers and iPads on-site for student use in the classrooms. High-speed internet access is available throughout the campus with guest access for parents and community visitors. Hart-Ransom is a "Google school" and embeds the use of G Suite for student use. Various educational applications are pushed out through the Chromebook program for student use.

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

All students in elective classes (which include ceramics, painting, drawing, dance, band, choir, music exploration, guitar, keyboard, robotics, programming, theater arts and more) have access to the appropriate textbooks or instructional materials. High school students in good standing have the ability to apply and enroll in community college courses as part of the Early College Program.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Journeys California</i> , Houghton Mifflin Harcourt (K-5)	2016
Reading/language arts	<i>Collections California</i> , Houghton Mifflin Harcourt (6-8)	2016
Reading/language arts	<i>Spotlight on Literature</i> , Macmillan/McGraw-Hill (6-8)	2000
Reading/language arts	<i>Pathways to Reading</i> (K-3)	1995
Reading/language arts	<i>All About Reading</i> , All About Learning Press (K-3 bridge)	2017
Mathematics	<i>My Math</i> , McGraw-Hill (K-6)	2015
Mathematics	<i>California Math</i> , Glencoe (6-8)	2015
Mathematics	Saxon (1-8)	2001
Mathematics	<i>Mathematics</i> , Modern Curriculum Press (K-6)	2001
Science	HMH California Dimensions (K-8)	2019
Science	Science Studies Weekly (K-6)	2018
History/social science	California Studies Weekly (K-8)	2018
History/social science	My World Interactive, Pearson (1-8)	2018

A complete catalog and list of available curriculums may be viewed online at:  
<http://www.hart-ransomcharter.com/homeschool-catalog.html>

High school and online curriculum are provided through the FLVS and can be found online at:  
<https://www.flvsglobal.net/students-families/courses/#highschool>

## 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%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	10/21/2021
----------------------	------------

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

## 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
<b>Systems</b>	Sewer line from room 2 backs up often as a result of the poor piping stem. Replace fittings or piping.		July 2022
<b>External</b>	Stress cracks in exterior stucco finish. Rusty metal flashing showing on windows and stucco molding. Needs preventing maintenance and painting.		July 2022

## School Facilities

Hart-Ransom Academic Charter School provides a safe and secure campus for students, staff and

volunteers. The school opened in 1995 and moved to a new campus in 2012, which included an office, library and four classrooms. In 2018, the district added two classroom buildings to the charter school campus, for a total of six 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 has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The maintenance supervisor works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

**Planned Facility Additions:** None at this time.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### Percentage of Students Meeting Fitness Standards

#### 2020-21 School Year

##### Grade 5

Four of six standards ◆

Five of six standards ◆

Six of six standards ◆

##### Grade 7

Four of six standards ◆

Five of six standards ◆

Six of six standards ◆

##### Grade 9

Four of six standards ◆

Five of six standards ◆

Six of six standards ◆

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

## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 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		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.1	83.5%	50.7	88.9%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.0	11.0%	2.4	4.2%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.3	0.6%	12,115.8	4.4%
<b>Unknown</b>	1.0	5.5%	3.5	6.3%	18,854.3	6.9%
<b>Total Teaching Positions</b>	18.1	100.0%	57.1	100.0%	274,759.1	100.0%

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

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		2020-21 School Year
Authorization/Assignment	Hart-Ransom CS	
<b>Permits and Waivers</b>	0.0	
<b>Misassignments</b>	2.0	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	2.0	

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/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>.

## 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)

**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

2020-21 School Year

Indicator	Hart-Ransom CS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## Class Assignments

**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.

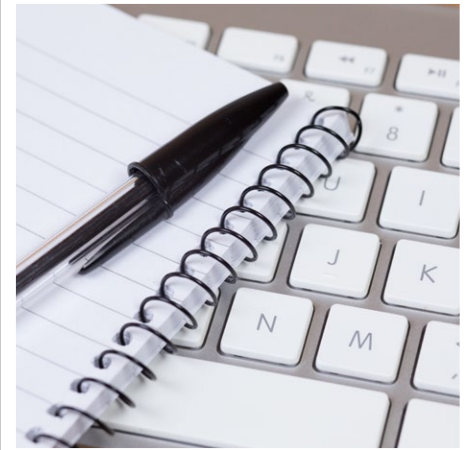
### Class Assignments

2020-21 School Year

Indicator	Hart-Ransom CS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	28.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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>.



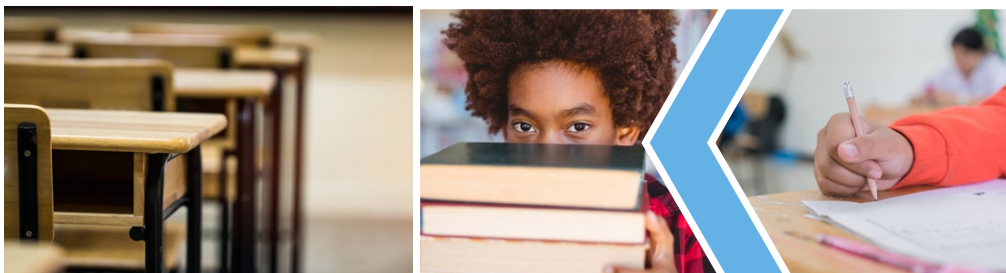
## Academic Counselors and School Support Staff

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	114:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.09
Social worker	0.00
Nurse	0.22
Speech/language/hearing specialist	0.26
Resource specialist (nonteaching)	0.44



## 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	Hart-Ransom USD	Similar Sized District	
<b>Beginning teacher salary</b>	\$54,645	\$51,450	
<b>Midrange teacher salary</b>	\$82,653	\$80,263	
<b>Highest teacher salary</b>	\$109,472	\$101,012	
<b>Average elementary school principal salary</b>	\$150,477	\$128,082	
<b>Superintendent salary</b>	\$194,686	\$197,968	
<b>Teacher salaries: percentage of budget</b>	39%	34%	
<b>Administrative salaries: percentage of budget</b>	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	
<b>Hart-Ransom CS</b>	\$8,885	\$88,358	
<b>Hart-Ransom USD</b>	\$9,351	\$85,902	
<b>California</b>	\$8,444	\$82,431	
<b>School and district: percentage difference</b>	-5.0%	+2.9%	
<b>School and California: percentage difference</b>	+5.2%	+7.2%	

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.

## Types of Services Funded

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



## 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	
<b>Total expenditures per pupil</b>	\$9,696
<b>Expenditures per pupil from restricted sources</b>	\$811
<b>Expenditures per pupil from unrestricted sources</b>	\$8,885
<b>Annual average teacher salary</b>	\$88,358

## 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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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
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
<b>LEAwide</b>	508	486	95.67%	4.33%	46.69%
<b>Female</b>	260	247	95.00%	5.00%	51.42%
<b>Male</b>	248	239	96.37%	3.63%	41.77%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	19	95.00%	5.00%	52.63%
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	279	265	94.98%	5.02%	38.87%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	19	18	94.74%	5.26%	33.33%
<b>White</b>	180	174	96.67%	3.33%	60.47%
<b>English Learners</b>	51	51	100.00%	0.00%	1.96%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically disadvantaged</b>	252	238	94.44%	5.56%	33.76%
<b>Students receiving Migrant Education services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	33	89.19%	10.81%	9.38%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
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
<b>LEAwide</b>	508	476	93.70%	6.30%	27.73%
<b>Female</b>	260	242	93.08%	6.92%	29.34%
<b>Male</b>	248	234	94.35%	5.65%	26.07%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	19	95.00%	5.00%	52.63%
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	279	258	92.47%	7.53%	20.16%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or more races</b>	19	18	94.74%	5.26%	22.22%
<b>White</b>	180	171	95.00%	5.00%	36.84%
<b>English Learners</b>	51	49	96.08%	3.92%	8.16%
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically disadvantaged</b>	252	232	92.06%	7.94%	18.53%
<b>Students receiving Migrant Education services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	30	81.08%	18.92%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

