

# HART-RANSOM ACADEMIC CHARTER SCHOOL



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

## GRADES K-8

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Dr. Ream Lochry  
Superintendent

Sherry Smith  
Principal

## Principal's Message

Hart-Ransom Academic Charter School opened in August of 1995, and it has been exciting to experience the tremendous growth and development of our home-based school. The families and staff are committed to excellence, and our advisory teachers, working alongside these dedicated parents, strive to see that each child succeeds. Credentialed teachers assigned to each family provide support and guidance as the parents teach their children.

As a 2004 California Distinguished School, we also offer many exciting classes to enhance the students' education. Among these classes are: algebra, history research writing, art, physical education, band, science, Character First, and many more. Parent workshops are offered during the year in the areas of reading and writing, as well as a variety of others, which better prepares them in working with their students.

Our staff, students, and parents are excited about the unique educational opportunities we offer each individual student, and we continue to look forward to many successful years ahead.

## School Mission Statement

To support the Hart-Ransom Union School District Mission Statement, the Charter School will provide unique educational opportunities that enhance family life while addressing the needs and concerns of parents and children.

## Parental Involvement

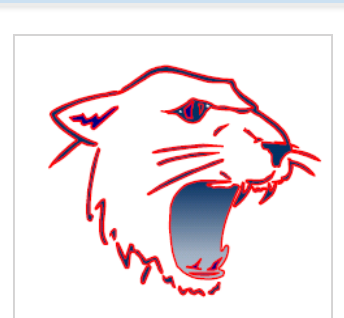
As a home-based program, parents are naturally supportive of the education program of Hart-Ransom Charter School. The school also encourages parents to volunteer in various capacities and to participate in the Parent Connection. The Hart-Ransom Academic Charter School also offers parent and student workshops covering topics such as creative writing, poetry, math manipulative, and various reading programs.

For more information on how to become involved, contact Sherry Smith, Principal, 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; fire drills are held monthly, and earthquake and campus secure drills are held twice a year. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on August 13, 2009.

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

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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 life-long learning through a positive and safe learning environment in partnership with home and community.

*"The Best Kept Secret in the Valley!"*



### Class Size

No information is available for Hart-Ransom Academic Charter School regarding the three-year data for average class size.

### Professional Development

For the previous three years, Hart-Ransom Charter School offered three days each year dedicated to staff development days for advisory teachers and staff. Staff members build teaching skills and concepts through participation in occasional conferences and workshops.

### Public Internet Access

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

### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

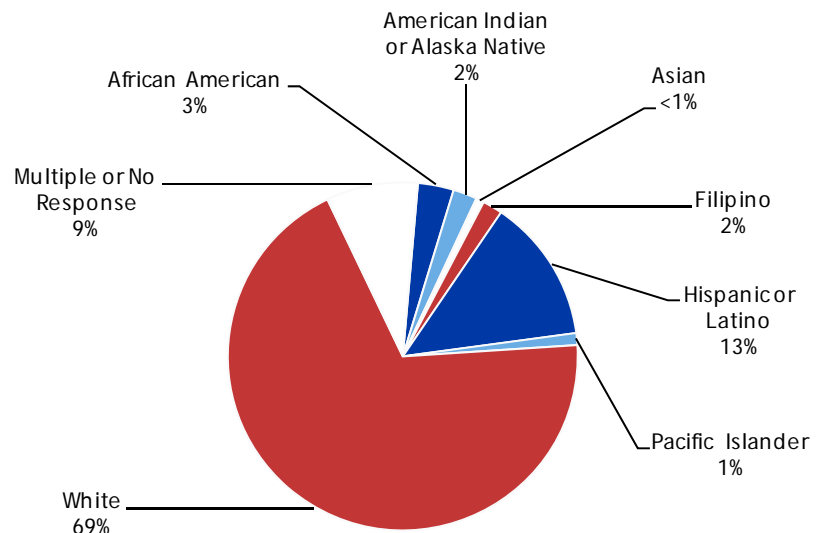
Suspension and Expulsion Rates

	Hart-Ransom Academic CS			Hart-Ransom Union SD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.000	0.000	0.000	0.150	0.228	0.059
Expulsion Rate	0.000	0.000	0.000	0.001	0.001	0.000

*"Our staff, students, and parents are excited about the unique educational opportunities we offer each individual student, and we continue to look forward to many successful years ahead."*

### Enrollment and Demographics

The total enrollment at the school was 270 students for the 2008-09 school year.



## Textbooks and Instructional Materials

Hart-Ransom Union School District held a Public Hearing on September 10, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. 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 Content Standards and Frameworks and have been approved by the Board of Education.

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. Over 10,000 quizzes are available to our students.

Hart-Ransom Charter School has five computers in the classroom, as well as three computers in the Accelerated Reader Lab, all of which have Internet access. Although most families have home computers, the school has 28 computers available for students to check out as well.

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 visual and performing arts classes (which include painting, drawing, dance, band, choir, music exploration, guitar, keyboard, and theater) have access to the appropriate textbooks and instructional materials. Hart-Ransom Charter offers the following visual and performing arts classes: ceramics, painting, drawing, dance, band, choir, music exploration, guitar, piano keyboard, and theater.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin (K-5)	2002
English-Language Arts	Prentice Hall (6-8)	2002
Mathematics	Houghton-Mifflin (K-6)	2009
Mathematics	Saxon (K-6)	2001
Mathematics	McDougal Littell (6-8)	2004
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
History-Social Science	Harcourt Brace (7)	2005
History-Social Science	Holt, Rinehart & Winston (8)	2005

Note: This data was most recently collected and verified in September 2009.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%





### 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, and
- Kindness



## School Facility Good Repair Status

The table below 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.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 9, 2009, and the inspection form was most recently completed on December 9, 2009.

## 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 two portable classrooms. The Hart-Ransom Charter School site is currently in the process of expanding. The District has purchased the surrounding land in order to make additions to the facilities in multiple stages. The Hart-Ransom Union School District began phase I of the expansion project in the 2003-04 school year, which included the addition of a parking lot in the back of the school. Phase II will include the addition of new classrooms, which are still in the planning stages. The modernization plan was completed on the Hart-Ransom Elementary School campus that we sometimes utilize for activities. Our campus has locking gates that require a key entry and 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 of three to develop cleaning schedules to ensure a clean and safe school.

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

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
Average Scale Score	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
State Participation Rate	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tq/nr/](http://www.cde.ca.gov/ta/tq/nr/).

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Hart-Ransom Academic CS			Hart-Ransom Union SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	55%	57%	57%	52%	54%	61%	43%	46%	50%
Mathematics	44%	42%	48%	45%	50%	56%	40%	43%	46%
Science	47%	51%	54%	45%	60%	62%	38%	46%	50%
History-Social Science	54%	38%	46%	47%	47%	63%	33%	36%	41%

## STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	52%	48%	50%	53%
Female	63%	49%	60%	36%
Economically Disadvantaged	71%	52%	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	9%	18%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35%	30%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	61%	52%	65%	58%

❖ 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.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	7	6	5
Similar Schools API Rank	1	1	1

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-14	-14	32	791
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	-26	-10	47	808
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide 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, for which information is available.

## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## 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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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

Grade 5	
Four of Six Standards	18.8%
Five of Six Standards	15.6%
Six of Six Standards	43.8%
Grade 7	
Four of Six Standards	11.8%
Five of Six Standards	23.5%
Six of Six Standards	29.4%

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Hart-Ransom Academic CS		Hart-Ransom Union SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Hart-Ransom Academic CS	Hart-Ransom Union SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Hart-Ransom Union SD	Hart-Ransom Academic CS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	52	14	14	14
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Hart-Ransom Academic CS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Hart-Ransom Academic CS	100.0%	0.0%
All Schools in District	92.8%	7.2%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



## Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆

◆ Not applicable.

## School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.7
Psychologist	0.3
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.5
Other	0.0

## 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.



## Types of Services Funded

No information is available for Hart-Ransom Charter school regarding types of services funded.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of December 2009.

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## District Financial Data

### District Salary Data

Category	Hart-Ransom Union SD	Similar Sized District
Beginning Teacher Salary	\$42,231	\$38,481
Mid-Range Teacher Salary	\$62,021	\$55,789
Highest Teacher Salary	\$82,295	\$70,849
Average Principal Salary (Elementary School)	\$92,691	\$88,862
Superintendent Salary	\$113,755	\$110,994
Teacher Salaries – Percent of Budget	41.7%	37.2%
Administrative Salaries – Percent of Budget	6.2%	6.6%

## 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

	Hart-Ransom Academic CS
Total Expenditures Per Pupil	\$5,524
Expenditures Per Pupil From Restricted Sources	\$229
Expenditures Per Pupil From Unrestricted Sources	\$5,295
Average Teacher Salary	\$65,266

## Financial Data Comparison

The following 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

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Hart-Ransom Academic CS	\$5,295	\$65,266
Hart-Ransom Union SD	\$5,295	\$65,266
California	\$5,512	\$56,284
School and District – Percent Difference	0.0%	0.0%
School and California – Percent Difference	-4.1%	+13.8%

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 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 more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).