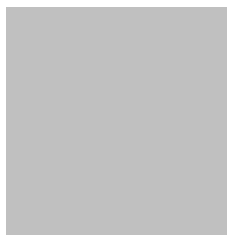
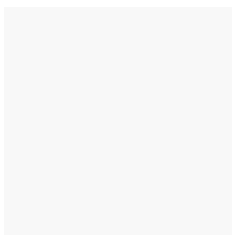


SARC

School Accountability Report Card 2018-19
Published in 2019-20



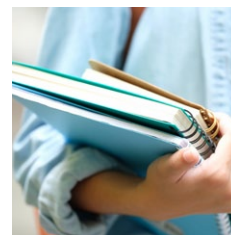
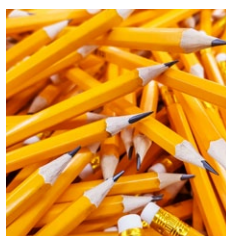
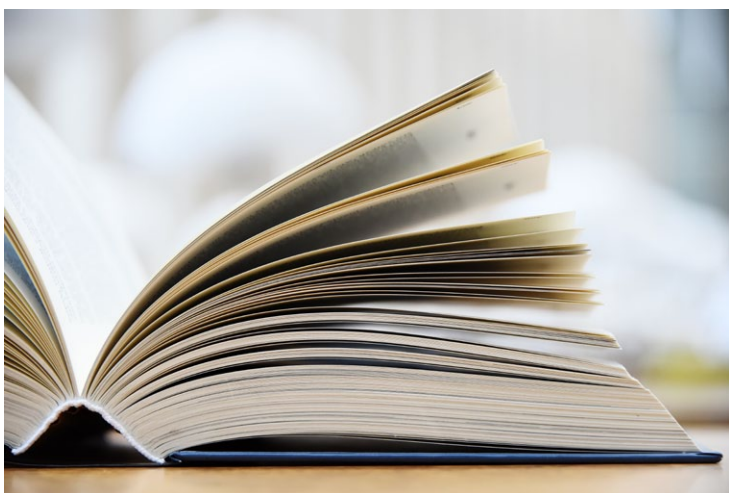
Hart-Ransom Academic Charter School

Grades TK-12
CDS Code 50-71092-6112965

Sean Greene
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Hart-Ransom Union School District

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Matthew Shipley, Superintendent ▪ 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 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 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.

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.

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.

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 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.

"Bound for Success"

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 February 2020. District plans and compliance documents are available online at www.hartransom.org/plans.



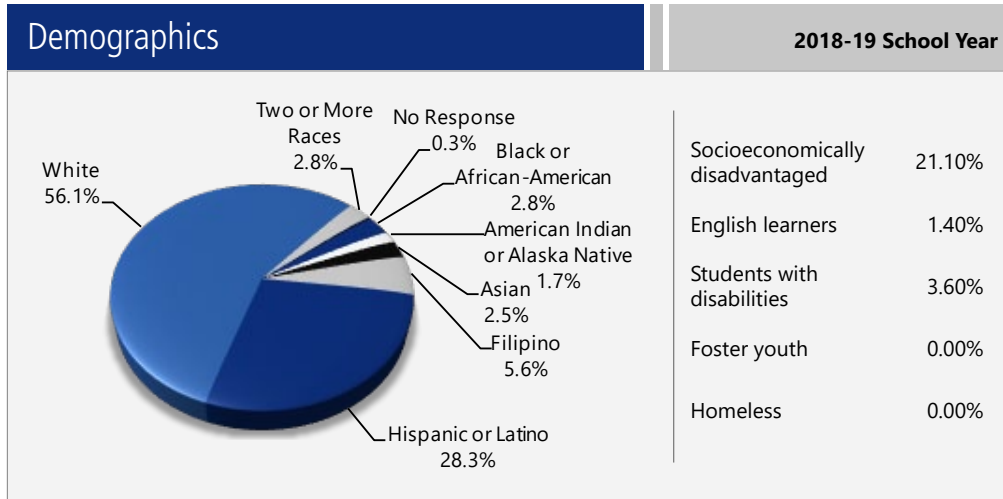
Governing Board

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



Enrollment by Student Group

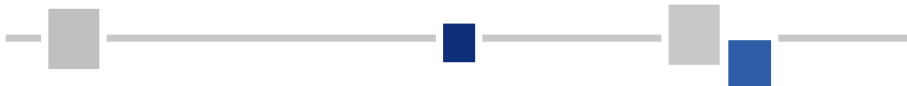
The total enrollment at the school was 360 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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.

Suspensions and Expulsions				Three-Year Data					
	Hart-Ransom CS			Hart-Ransom USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%	3.7%	1.2%	2.2%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



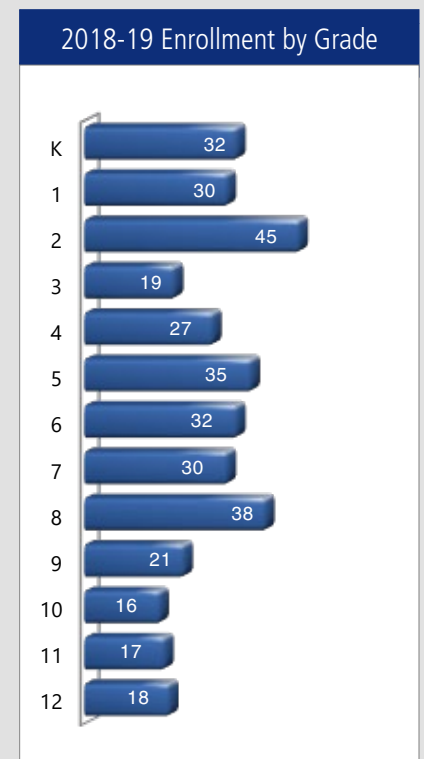
Graduation and Dropout Rates

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

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	15-16	16-17	17-18	15-16	16-17	17-18
Hart-Ransom CS	100.00%	72.70%	10.50%	0.00%	4.50%	89.50%
Hart-Ransom USD	100.00%	72.70%	10.50%	0.00%	4.50%	89.50%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 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.





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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Hart-Ransom CS		Hart-Ransom USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Hart-Ransom CS		Hart-Ransom USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	54%	61%	58%	59%	50%	51%
Mathematics	29%	37%	35%	39%	38%	40%

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2018-19 School Year		
Percentage of Students Meeting Fitness Standards		Hart-Ransom CS		
		Grade 5	Grade 7	Grade 9
Four of six standards		19.4%	35.7%	29.4%
Five of six standards		32.3%	10.7%	17.6%
Six of six standards		29.0%	28.6%	35.3%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

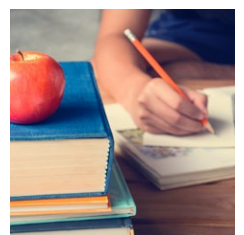
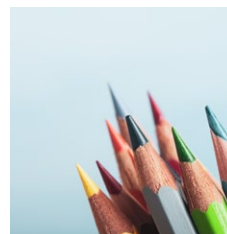
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	201	182	90.55%	9.45%	61.33%
Male	105	95	90.48%	9.52%	64.89%
Female	96	87	90.63%	9.37%	57.47%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	12	11	91.67%	8.33%	90.91%
Hispanic or Latino	49	43	87.76%	12.24%	37.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	115	106	92.17%	7.83%	67.62%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	49	39	79.59%	20.41%	51.28%
English learners	❖	❖	❖	❖	❖
Students with disabilities	11	7	63.64%	36.36%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





CAASPP Results by Student Group: Mathematics (grades 3-8 and 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	201	181	90.05%	9.95%	37.02%
Male	105	94	89.52%	10.48%	41.49%
Female	96	87	90.63%	9.37%	32.18%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	12	11	91.67%	8.33%	54.55%
Hispanic or Latino	49	43	87.76%	12.24%	20.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	115	106	92.17%	7.83%	41.51%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	49	39	79.59%	20.41%	23.08%
English learners	❖	❖	❖	❖	❖
Students with disabilities	11	7	63.64%	36.36%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





Career Technical Education Programs

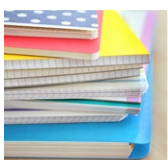
HRACS participates in the Regional Occupational Program (ROP) classes offered through Modesto City Schools. The ROP course catalog is online at <https://goo.gl/5ChGmn>.

Current classes available to HRACS students in grades 9-12 include:

- Automotive Technician
- Cabinet Construction I
- Computer Programming I and II
- Construction Technology I, II and III
- Cosmetology
- Criminal Justice (12th grade only)
- Culinary Arts I, II and III
- Electrical Technology
- Employment Opportunities
- Fashion Merchandising and Design
- Advanced Fashion Merchandising and Design
- Hospital/Health Service Occupations
- Ancillary Hospital/Health Occupations
- Introduction to Fire Protection (12th grade only)
- Launch Your Own Business
- Medical Office Occupations I, II, III and IV
- Nursing Assistant Pre-Certification (12th grade only)
- Retail Sales
- Retail Supervisor
- Structural Ag Welding

Distance Learning courses in career technical education offered through FLVS 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 Keyboarding
- Business Law
- Business Math
- Career Planning and Skill Development
- Computer Literacy
- Computer Programming
- Concepts of Engineering and Technology
- Cosmetology
- Criminal Investigation
- Criminology
- Developmental Writing
- Emergent Computer Technology
- Fashion & Interior Design
- Forensic Science
- Foundations of Programming v16
- Game Design
- Hospitality & Tourism
- Human Resource Management
- Internship & Work Study
- International Business
- Introduction to Culinary Arts
- Introduction to Computer Applications
- Introduction to Communication
- Introduction to Criminal Justice
- Introduction to Early Childhood Education
- Introduction to Entrepreneurship
- Introduction to Finance
- Introduction to Graphic Design
- Introduction to Homeland Security
- Introduction to Law
- Introduction to Manufacturing
- Introduction to Medical Assisting
- Introduction to Psychology
- Introduction to Sociology
- Introduction to Social Media
- Introduction to the Paralegal Profession
- Introductory Astronomy
- Java Programming I
- Java Programming II
- Law & Order
- Principles of Management
- Principles of Marketing
- Principles of Public Service
- Public Speaking
- Research Methods
- Social Media v13
- Sociology
- Sports & Entertainment Marketing
- Theater, Cinema & Film Production
- Veterinary Science



Hart-Ransom Charter Cougars are "Bound for Success," and we are #BetterTogether!

Career Technical Education Participation

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

Career Technical Education Data	
Hart-Ransom CS	
2018-19 Participation	
Number of pupils participating in a CTE program	24
Percentage of pupils who completed a CTE program and earned a high school diploma	0.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.0%

Advanced Placement Courses

No information is available for Hart-Ransom Academic Charter School regarding Advanced Placement (AP) courses offered.





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 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

2019-20 School Year

Subject	Textbook	Adopted
Reading/language arts	Journeys California, Houghton Mifflin Harcourt (K-5)	2016
Reading/language arts	Collections California, Houghton Mifflin Harcourt (6-8)	2016
Reading/language arts	Spotlight on Literature, Macmillan/McGraw-Hill (6-8)	2000
Reading/language arts	Pathways to Reading (K-3)	1995
Reading/language arts	All About Reading, All About Learning Press (K-3 bridge)	2017
Mathematics	My Math, McGraw-Hill (K-6)	2015
Mathematics	California Math, Glencoe (6-8)	2015
Mathematics	Saxon (1-8)	2001
Mathematics	Mathematics, 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 curriculum may be viewed online at <http://www.hart-ransomcharter.com/homeschool-catalog.html>

High school and online curriculum is 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

2019-20 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

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facility 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/14/2019
Date of the most recent completion of the inspection form		10/15/2019



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.



"The staff, parents, and students at HRACS continue to be the heart of the school."

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.

UC/CSU Admission	
Hart-Ransom CS	
2017-18 and 2018-19 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	20.39%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	0.00%



Public Internet Access

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



Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Hart-Ransom USD	Hart-Ransom CS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	60	16	16	17
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

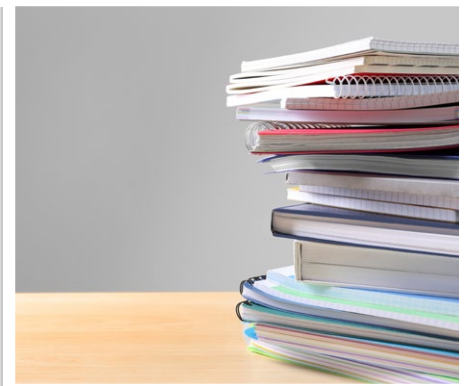
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Hart-Ransom CS		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

A minimum of five days are 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		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		5	5	5

✧ Not applicable.



Types of Services Funded

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

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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2017-18 Fiscal Year
	Hart-Ransom USD	Similar Sized District
Beginning teacher salary	\$51,714	\$49,378
Midrange teacher salary	\$78,293	\$77,190
Highest teacher salary	\$103,889	\$96,607
Average elementary school principal salary	\$142,531	\$122,074
Average high school principal salary	◆	\$126,920
Superintendent salary	\$167,263	\$189,346
Teacher salaries: percentage of budget	38%	36%
Administrative salaries: percentage of budget	7%	6%

Financial Data Comparison

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

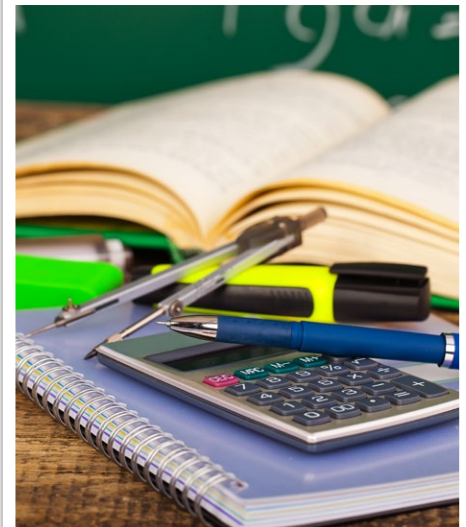
Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom CS	\$7,824	\$86,014
Hart-Ransom USD	\$8,756	\$89,860
California	\$7,507	\$77,619
School and district: percentage difference	-10.6%	-4.3%
School and California: percentage difference	+4.2%	+10.8%

◆ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$8,057
Expenditures per pupil from restricted sources	\$233
Expenditures per pupil from unrestricted sources	\$7,824
Annual average teacher salary	\$86,014



Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://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 December 2019.

School Accountability Report Card

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