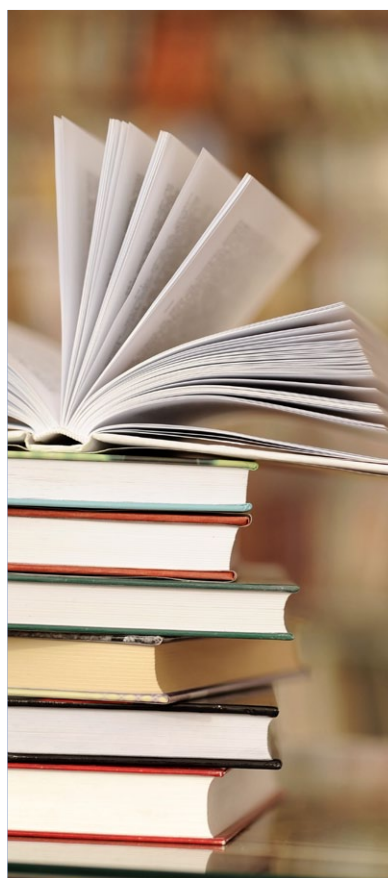


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Hart-Ransom Elementary School

Grades TK-8
CDS Code 50-71092-6052542

Jerrianna Boer
Principal
jboer@hartransom.org

3930 Shoemake Avenue
Modesto, CA 95358
(209) 523-9979

www.hre-hrusd-ca.schoolloop.com

Para español, visita
www.hartransom.org

Hart-Ransom Union School District

3920 Shoemake Avenue Modesto, CA 95358 ▪ www.hartransom.org
Matthew Shipley, Superintendent ▪ mshipley@hartransom.org ▪ (209) 523-9996

Principal's Message

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

The staff consists of a single principal; a vice principal; 42 certificated classroom and support teachers; and 31 classified staff members who serve as instructional aides, bus drivers, maintenance workers, secretaries, yard supervisors, and kitchen staff. Each grade level has three to four classrooms, and the grades 6-8 are departmentalized.

Hart-Ransom Elementary School boasts a strong instructional program based in the learning philosophy that all students can and will learn. Our highly qualified, dedicated staff works effectively with students, facilitating high achievement for all. Implementation of the California Common Core State Standards ensures that students learn through the 21st-century skills of communication, collaboration, creativity and critical thinking. Technical and project-based learning prepares students for college and career challenges in their future. A technology coach works with students and teachers to integrate technology into the classroom curriculum. A visual and performing arts program has been implemented for grades 4-6 three times per week. The band program includes beginning, intermediate and advanced band and a jazz ensemble. The choir program has a choir for grades 3-6 and 6-8. After-school tutoring is provided for students with academic needs three days per week within each trimester.

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

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

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

In May of 2018, Hart-Ransom received a Multi-tiered System of Support (MTSS) grant for \$25,000.00 to focus on improving academics, behavior and providing social-emotional learning experiences. The Stanislaus County Office of Education is teaming with the school and received \$25,000.00 to provide support, professional development and resources in the grant focus areas. Throughout 2018-20, we will be developing the support systems to provide the best learning environment for ALL children. The teaching staff is continuing work as Professional Learning Community (PLC) teams to analyze student data to improve teaching and learning, and to improve our support to our second language students. Implementation of the Positive Behavior, Intervention and Support (PBIS) program is in its third year. Our BIG 3 core values—Be Safe, Be Responsible, Be Positive—are emphasized each day across campus and in every classroom.

Hart-Ransom Elementary School is truly a good place for children and adults to learn and grow, and together, we continue to "Soar Into Tomorrow."

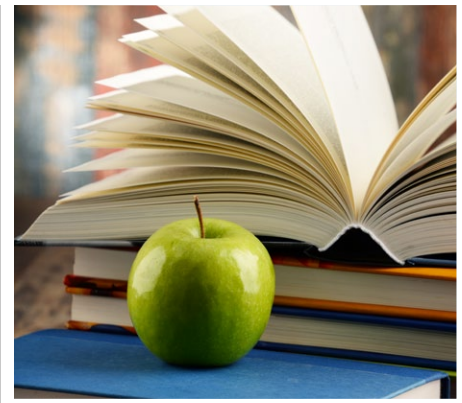
School Mission Statement

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

We will:

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

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



School 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.

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.

"Soar Into Tomorrow"

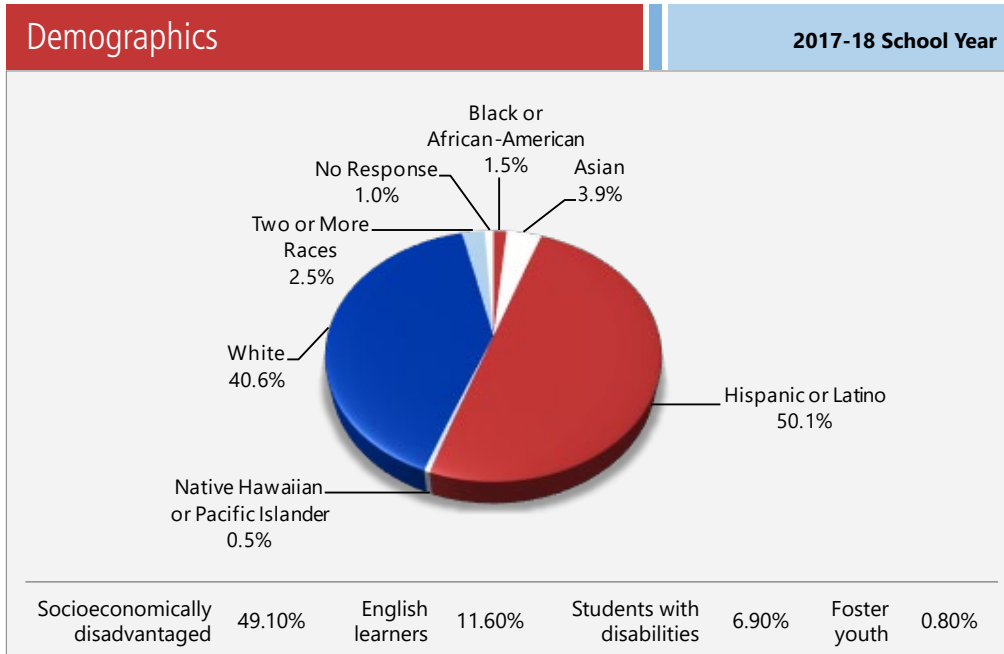


Governing Board

Richard Fultz, President
Sandy Riggins, Vice President
Sid Miller, Clerk
Seth Renicker, Member
Ashley Heinrich, Member

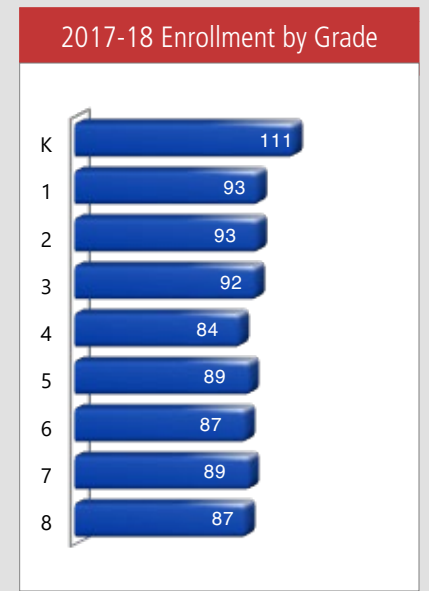
Enrollment by Student Group

The total enrollment at the school was 825 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Professional Development

The professional development days in 2018-19 are focused on both ELA/ELD and math implementation and progress. A math and an ELA/ELD consultant has been contracted to work with grade-level teams in their area of expertise. Additionally, mandated technology training hours are embedded in the PLC team times for each teacher. There will be continued implementation of PBIS Tier 1 and first year implementation of PBIS Tier 2 to improve behavior and campus culture. Trauma Informed Practices training will be put in place and campus safety training will be implemented, including offering CPR to staff and Pro-Act Training will be provided for specific staff.

Weekly PLC team meetings are held to analyze standards, determine essential standards and essential skills, to develop common formative assessments and to design instruction to support learning of all students in the areas of math and ELA.

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

Many teachers are sent to trainings at the Stanislaus County Office of Education (SCOE) regarding the areas of ELA/ELD, math and Next Generation Science Standards.

The SCOE Induction Program pairs first- and second-year teachers with an experienced mentor to improve their skills and address the California standards for the teaching profession. This program culminates in the teacher earning his or her permanent credential from the California teacher credentialing office. In addition, a Peer Assistance and Review (PAR) program provides veteran teachers with personal support, guidance and mentoring.

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

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Hart-Ransom ES	4 days and weekly PLC meetings	4 days and weekly PLC meetings	4 days and weekly PLC meetings

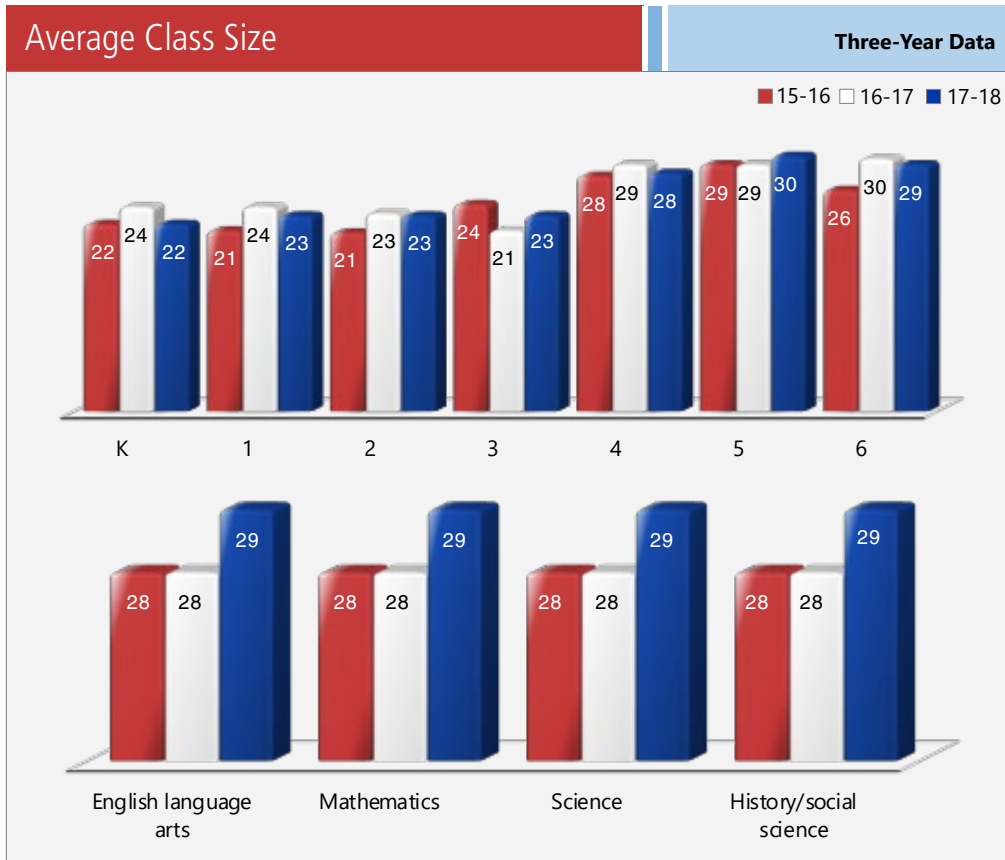
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Hart-Ransom ES			
	15-16	16-17	17-18
Suspension rates	3.3%	5.6%	1.9%
Expulsion rates	0.0%	0.1%	0.0%
Hart-Ransom USD			
	15-16	16-17	17-18
Suspension rates	2.2%	3.7%	1.2%
Expulsion rates	0.0%	0.1%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

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



School Safety

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2018. The revised Safety Plan will be presented to the Governing Board in February 2019.

Number of Classrooms by Size				Three-Year Data					
Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			5			5	
1	1	3		1	4			4	
2	2	2		2	4			4	
3		3			4			4	
4		3			15			3	
5		3			15			3	
6		3			14	3		3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		6			6			6	
Mathematics		6			6			6	
Science		6			6			6	
History/social science		6			6			6	

Types of Services Funded

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Education Consolidation and Improvement Act (ECIA), Elementary and Secondary Education Act (ESEA) of 1965, Improving America's Schools Act (IASA) of 1994 (federal)
- Drug, alcohol and tobacco education funds
- School Improvement Program (SIP)
- Peer Assistance and Review (PAR)
- Instructional materials
- Special Education (federal)
- Entitlement per UDC
- Home-to-school transportation
- Economic Impact Aid (EIA)
- Tobacco-Use Prevention Education (TUPE)
- Class Size Reduction (K-3)

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Hart-Ransom ES		Hart-Ransom USD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
Subject	Hart-Ransom ES		Hart-Ransom USD		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	48%	60%	49%	58%	48%	50%
Mathematics	34%	38%	34%	35%	37%	38%

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		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Hart-Ransom ES		
	Grade 5	Grade 7	
Four of six standards	15.7%	15.3%	
Five of six standards	22.5%	24.7%	
Six of six standards	32.6%	27.1%	

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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/Literacy 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.

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 and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	515	511	99.22%	59.69%
Male	250	248	99.20%	55.65%
Female	265	263	99.25%	63.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	16	100.00%	50.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	267	266	99.63%	53.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	207	204	98.55%	69.12%
Two or more races	15	15	100.00%	60.00%
Socioeconomically disadvantaged	290	289	99.66%	50.17%
English learners	91	91	100.00%	38.46%
Students with disabilities	40	38	95.00%	18.42%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	514	510	99.22%	38.24%
Male	250	248	99.20%	41.53%
Female	264	262	99.24%	35.11%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	16	16	100.00%	25.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	266	265	99.62%	32.45%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	207	204	98.55%	48.04%
Two or more races	15	15	100.00%	26.67%
Socioeconomically disadvantaged	289	288	99.65%	27.08%
English learners	91	91	100.00%	24.18%
Students with disabilities	40	38	95.00%	7.89%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

Textbooks and Instructional Materials

The Hart-Ransom Union School District held a public hearing on September 13, 2018, and determined that each school within the district has sufficient and good-quality textbooks, instructional materials or science-lab equipment pursuant to the settlement of *Eliezer Williams, et al., vs. State of California, et al.* (also called the Williams case). All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Board of Education State Content Standards and Frameworks and have been approved by the Board of Education. In the 2014-15 school year, Eureka Math Mathematics was adopted for K-5, and in the summer of 2018 Illustrative Math was adopted for grades 6-8. In 2016-17, new English language arts (ELA) and English language development (ELD) materials were implemented—McGraw-Hill's Wonders in grades K-1; Benchmark Advance in grades 2-6; and College Board Spring Board program materials in grades 7-8. As per the curriculum frameworks and adoption cycles, history/social studies materials were adopted to be implemented for the 2018-19 school year—McGraw Hill Impact California in grades 4-6 and TCI in grades 7-8.

During the 2018-19 school year, a team will be exploring science curriculum options to implement in either the 2019-20, or 2020-21 school year.

The library is staffed by a full-time library media clerk and has 11 computer workstations for student use. Students visit the library and the computer lab on a regular basis—both are open during lunch and recess for students to utilize for research, homework and reading.

The Hart-Ransom Union School District implemented the Technology Use Plan to bring students, teachers and the school up-to-date with modern technology.

Integrating technology enables students to develop the critical-thinking and problem-solving skills that result in independent and discriminate thinking and learning.

The computer lab is staffed by a full-time computer teacher and has 33 networked computers. Each classroom at Hart-Ransom Elementary School has a minimum of two computers with internet access. Students in grades 3-8 have one-to-one web access through use of Chromebooks and utilize Google School for research, exploring and creating that supports student learning. There are five carts of 30 laptops that are accessible for 2nd grade students. A class set of tablets are available to kindergarten students, and additional class sets of tablets are available for first grade. Students in seventh and eighth grades attend a computer class an average of three times per week. A technology coach/teacher works with classroom teachers in grades K-6 to integrate technology into the curriculum of each grade level. She visits each classroom on average once per week to work with students on technology projects.

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

2018-19 School Year

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



Quality of Textbooks

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

Quality of Textbooks

2018-19 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

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
Reading/language arts	Wonders, McGraw-Hill (K-1); Benchmark Advance (2-6)	2016
Reading/language arts	Spring Board, College Board (7-8)	2016
Mathematics	Eureka Math (K-6)	2016
Mathematics	Illustrative Math (7-8)	2018
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Prentice Hall (6-8)	2007
History/social science	McGraw Hill Impact California (K-6)	2018
History/social science	TCI (7-8)	2018

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

2018-19 School Year

Data collection date	9/13/2018
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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		2018-19 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)	Fair	
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	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/4/2018	
Date of the most recent completion of the inspection form	10/4/2018	

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		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Some missing or damaged ceiling tiles in large gym. Ongoing deferred maintenance has been allocated for repairs.	Spring 2019
Structural	Some missing window screens classrooms #22, #23. Ongoing deferred maintenance has been allocated for repairs.	Winter 2018/19
External	Damaged wood eave rm. #35, Gutter leak rm. #36. Ongoing deferred maintenance has been allocated for repairs.	Winter 2018/19

School Facilities

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

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

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

During the 2015-16 school year, a new Maintenance, Operations and Transportation (MOT) facility was built. During the 2016-17 school year, renovations were made to the kindergarten area. The kindergarten playground is surrounded by the TK and kindergarten classrooms and is enclosed by a fence to provide the best safety possible for the little ones. Through the construction and renovations, additional parking and new traffic-flow systems were in place to improve traffic on campus. Funding for these improvements came from developer fees, mandated costs funds, project savings (Fund 35) and Deferred Maintenance Program funds.

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School Facilities

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

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

Cleaning Process: The district governing board has adopted cleaning standards for all schools in the Hart-Ransom Union Elementary School District. A summary of these standards is available at the school office and district office. Classrooms are cleaned each day, and regular maintenance is provided. At the end of the 2017-18 school year, a new MOT supervisor was hired. He develops custodial cleaning schedules to keep a clean and safe school. There are both daytime and evening custodians to maintain the campus. Our custodial staff includes two daytime staff and two evening staff members. Additionally, the district employs two yard maintenance workers.

Maintenance and Repair: District maintenance staff members ascertain 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.

Because of the wonderful facilities and the great care it is given, Hart-Ransom is really a great place to learn and grow.

The Facilities Inspection Tool was used to evaluate the status of the campus on October 4, 2018.

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 ES		
	18-19	16-17	17-18	18-19
Teachers				
With a full credential	57	42	40	41
Without a full credential	1	2	2	1
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 ES		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Parental Involvement

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

The Parent Teacher Club (PTC) sponsors many community and family activities that promote a positive environment both in school and in the community. PTC sponsors fundraisers such as the annual Fun Run, and the Denim and Diamonds dinner and auction. The proceeds from the fundraisers go directly to support the school and students. The PTC provides funds for field trips, the sports program, sixth-grade Outdoor Education and helps provide for Missoula Children's Theater to come to Hart-Ransom to produce a musical with our students. PTC sponsors family events such as the fall outdoor Movie and Safety Night, and the holiday movie night. The PTC also supports the schoolwide PBIS program and helps the school fund an inspirational and motivational speaker each year for students and parents.

All parents are encouraged to become involved in school life either through volunteering or becoming an active member of the Parent Teacher Club. The Parent School Partnership is a vital part of Hart-Ransom School.

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

◇ Not applicable.

■ Contracted through Stanislaus County Office of Education.

Public Internet Access

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	1.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	■
Social worker	0.00
Nurse	■
Speech/language/hearing specialist	0.66
Resource specialist (nonteaching)	2.00
Other	
	FTE
Reading support teacher	1.00
ELD teachers	1.80

Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Hart-Ransom USD	Similar Sized District
Beginning teacher salary	\$50,453	\$48,064
Midrange teacher salary	\$76,383	\$75,417
Highest teacher salary	\$101,355	\$94,006
Average elementary school principal salary	\$132,434	\$119,037
Average high school principal salary	◇	\$135,974
Superintendent salary	\$148,011	\$183,692
Teacher salaries: percentage of budget	36%	36%
Administrative salaries: percentage of budget	6%	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.

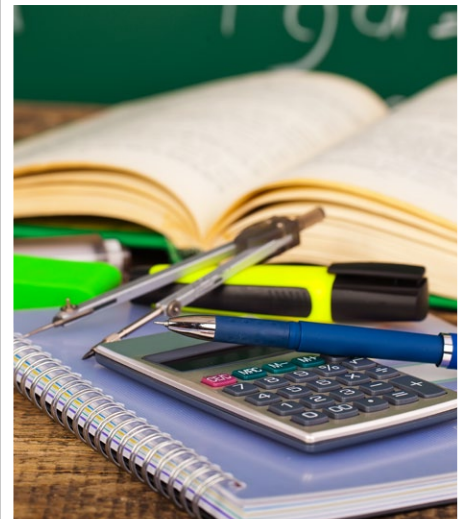
Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hart-Ransom ES	\$7,668	\$79,323
Hart-Ransom USD	\$7,266	\$79,884
California	\$7,125	\$76,046
School and district: percentage difference	+5.5%	-0.7%
School and California: percentage difference	+7.6%	+4.3%

◇ Information is not available.

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,669
Expenditures per pupil from restricted sources	\$1
Expenditures per pupil from unrestricted sources	\$7,668
Annual average teacher salary	\$79,323



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 2018.

School Accountability Report Card

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