Hanna Ranch Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hanna Ranch Elementary School
Street	2480 Refugio Valley Road
City, State, Zip	Hercules, CA 94547
Phone Number	(510) 245-9902
Principal	Mr. Greg Santiago
E-mail Address	gsantiago@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=908
CDS Code	07-61796-6112015

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Hanna Ranch is a school dedicated to academic proficiency for all students. Our goal is to serve all of our students on a level that will challenge them and provide a creative approach to education that will serve them well as they continue along their path of life long learning. Hanna Ranch is a school dedicated to building strong character. We understand that in order for our students to succeed in life they need to have the social skills to do so. At Hanna Ranch, we address all curriculum areas and utilize effective teaching strategies. We will maintain a safe, respectful, interdependent and responsible environment, and give our students the tools they need to become independent, contributing and responsible citizens. We address the evolving academic and social needs of all students. We incorporate technology in the classroom amd promote student succedd through our positive climate initiative.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	75
Grade 1	78
Grade 2	85
Grade 3	80
Grade 4	82
Grade 5	87
Total Enrollment	488

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	17.0
American Indian or Alaska Native	0.2
Asian	21.7
Filipino	22.5
Hispanic or Latino	25.8
Native Hawaiian or Pacific Islander	0.8
White	5.1
Two or More Races	6.8
Socioeconomically Disadvantaged	26.6
English Learners	18.6
Students with Disabilities	5.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	**2013-14**	**2014-15**	**2014-15**
With Full Credential	17	18	19	19
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/2014

All our students have the core curriculum textbooks and related materials. Our English Language Learners have appropriately leveled Moving Into English texts and related materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-5)	Yes	0%
Mathematics	Everyday Mathematics (Grade K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hanna Ranch was built in 1995. Each building houses three classrooms built around a shared space, which is available for small group learning and teacher collaboration. There are three portable classrooms. We used our bond funds for a landscape improvement project that includes the construction of an outdoor classroom.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	HVAC units need updating
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	57	71	65	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	65
Male	62
Female	68
Black or African American	50
American Indian or Alaska Native	
Asian	68
Filipino	70
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	42
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64	69	63	41	43	42	54	56	55
Mathematics	76	73	78	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	5	3	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
	2010-11	2011-12	2012-13
All Students at the School	34	2	7
Black or African American	69	-4	14
American Indian or Alaska Native			
Asian	16	29	-17
Filipino	19	-2	13
Hispanic or Latino	47	-15	31
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	51	8	18
English Learners	26	2	39
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2	31.8	28.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Our Parent/Teacher Association (PTA) works to ensure that teachers and students have the support and resources necessary to successfully engage in our core curriculum. The PTA and Principals' newsletters, web page and Facebook account keeps our community informed on key policies, curriculum, student achievements.

Our School Site Council (SSC) and PTA coordinate our parent involvement program. SSC meetings provide parents with information about the school plan/programs and student progress as well discuss the budgets as they pertain to the School Site Plan. The school provides a variety of parent involvement venues, including:
- Common Core Standards tutorial
- Program and parenting informational meetings
- Back to School Night
- Open House
- Halloween Celebration
- Christmas Plays
- Black History month celebration (Hercules Library)
- Family Science Night
- Family Movie Night
- Potlucks
- Classroom volunteers

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.0	1.8	2.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Hanna Ranch has a Comprehensive School Safety Plan. All staff are continiously being trained in disaster preparedness and procedures for communication, evacuation/shelter, and search and rescue. The school has disaster kits for all classrooms and supplies for each student.

Staff: The safety plan is reviewed each year, and new staff members are assigned to teams. We review team responsibilities and skills at our first Faculty Meeting. This year we will once again participate in the District Disaster drill. In the event of an earthquake, all classes will evacuate and one class will be bussed to the Swim Center to participate in the Red Cross shelter drill there. Our safety teams will review their roles, test their systems and inventory equipment.

Students: We hold monthly fire drills, triannual earthquake drills and shelter-in-place drills and yearly evacuation.

Community: Disaster emergency contact information is collected from all families in September. Safety procedure information is included in the School Handbook and the PTA newsletter. Families receive information about providing safety backpacks for their children.

Logistics: The staff room is equipped with whiteboards and an outside phone line. Student contact information is stored with the safety plan and other key information in our office. The school has six walkie-talkies and all major safety equipment and supplies. The school's search and rescue team carts, triage/medical, evacuation/shelter and individual student supplies are stored in a container across the playground. A member of the City of Hercules Safety Team is also a member of our SSC.

Crime/Violence Prevention: Our courtyard gates are closed at night and during emergencies. Skateboard inhibitors are installed.

Staff members monitor the school grounds ten minutes before the start of school and immediately after dismissal. Parent volunteers maintain traffic flow during morning drop-off times. Visitors are required to check in at the office and wear visitor badges while on campus. Additional safety lighting was installed in the parking lot and playground.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.7	0	3	0	22		3		25		3	
1	19.8	4	0	0	28		3		26		3	
2	20	4	0	0	27		3		28		3	
3	27.7	0	3	0	28		3		27		3	
4	32.5	0	1	1	30		1	2	27		3	
5	31	0	2	1	25	1	1	1	29		3	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.30	---
Resource Specialist	1.00	---
Other	.20	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,715.18	$1,865.69	$4,849.49	$64,561.34
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-12.6	17.2
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-12.4	-7.4

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Hanna Ranch School:

- Special Education
- RtI Intervention Program
- Spark PE
- ELD/ ALD
- Gifted and Talented Education

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development

Teachers received training in research-based teaching strategies. Our professional development plan is designed to provide students with instruction that is data driven, Common Core Standards based, engaging and responsive. Our classroom teachers, Learning Center staff and principal are currently focusing on the full implementation of our Technology program. All teachers on staff have been provided a doc-camnera, projector and laptop. Two teachers trained in the SPARK physical education program have set up a materails room, established a check-out system and are training their colleagues in the program.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and volunteered staff to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals and trainned staff, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Equity Work:
Our teachers are dedicated to culturally responsive practices. Every student is challenged and all are provided response to intervention strategies and programs to help them understand and master grade level material.