Hanna Ranch Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).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 and 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 https://www.cde.ca.gov/ta/ac/sa/.

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

| School Contact Information (School Year 2018—19)	
School Name	Hanna Ranch Elementary
Street	2480 Refugio Valley Rd.
City, State, Zip	Hercules, Ca, 94547-1553
Phone Number	510-231-1441
Principal	Greg Santiago
E-mail Address	gsantiago@wccusd.net
County-District-School (CDS) Code	07617966112015

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Hanna Ranch is a culturally diverse school dedicated to the academic proficiency and socio-emotional growth for all of our students. Our goal, guided by a theory of action, is to serve all students on a level that will challenge them and provide a creative approach to education that will serve them well as they continue their lifelong path of 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 maintain a safe, respectful, interdependent and responsible environment, and give our students the tools they need to become independent, contributing and responsible citizens. We incorporate technology in the classroom and promote student success through our positive climate initiative.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	78
Grade 3	75
Grade 4	92
Grade 5	90
Total Enrollment	485
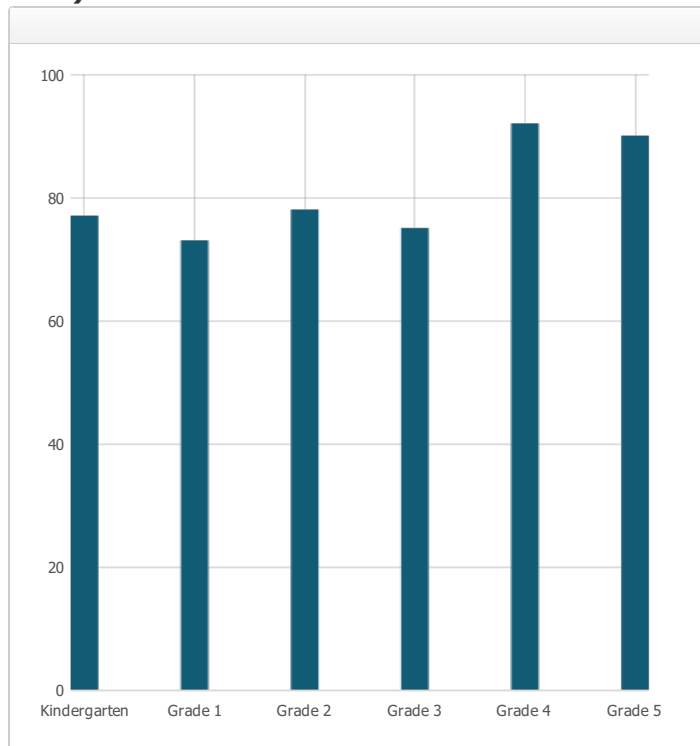
Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	15.1 %
American Indian or Alaska Native	%
Asian	22.1 %
Filipino	18.1 %
Hispanic or Latino	24.3 %
Native Hawaiian or Pacific Islander	1.6 %
White	7.4 %
Two or More Races	11.3 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	32.2 %
English Learners	11.8 %
Students with Disabilities	5.2 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	18	20	1211
Without Full Credential	0	0	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
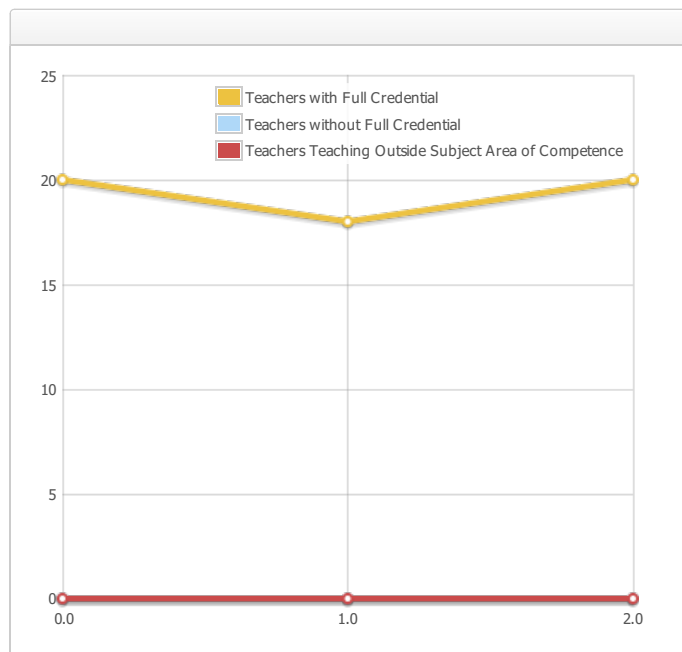
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
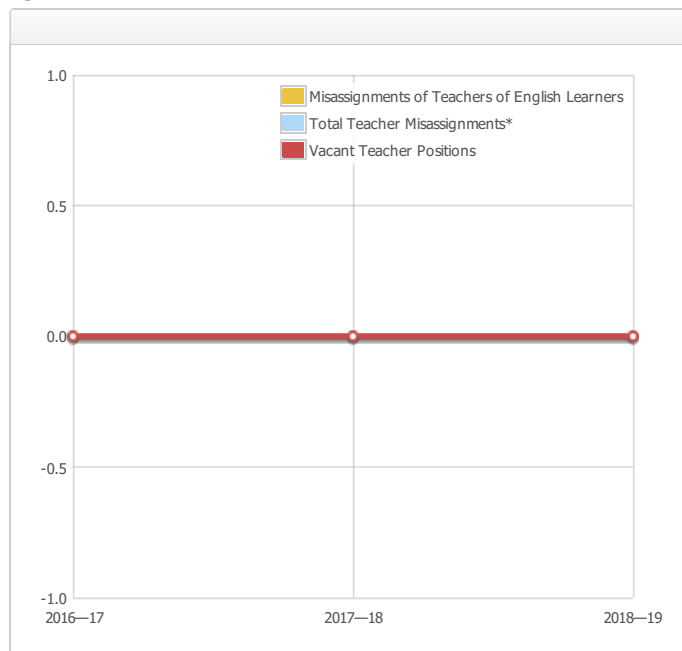
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, c2013	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: -Repair the floor tiles at double doors by kitchen and replace the mats in front of the exit doors in MPR.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. The following actions were taken/planned: -The entire restroom is full of ewaste in unused RR.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: -Repair the ceramic tiles at the bottom of the wall boys RR by MPR
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Poor	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: -Install FRP at the walls by the sink in custodian room. -Repair the ramp, replace the plywood at the back wall, and paint needed all around the portables. -Check for a roof leak under the walkway by the staff break room entrance
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: -The door is rubbing the deck of the ramp. -Repair the rubber mats at the structure by the MPR.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	53.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	60.0%	47.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	257	99.23%	53.31%
Male	124	124	100.00%	50.00%
Female	135	133	98.52%	56.39%
Black or African American	38	38	100.00%	34.21%
American Indian or Alaska Native				
Asian	52	51	98.08%	58.82%
Filipino	41	41	100.00%	68.29%
Hispanic or Latino	65	64	98.46%	39.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	17	17	100.00%	64.71%
Two or More Races	44	44	100.00%	65.91%
Socioeconomically Disadvantaged	98	97	98.98%	39.18%
English Learners	52	51	98.08%	45.10%
Students with Disabilities	18	18	100.00%	33.33%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	259	258	99.61%	46.90%
Male	124	124	100.00%	50.00%
Female	135	134	99.26%	44.03%
Black or African American	38	38	100.00%	28.95%
American Indian or Alaska Native				
Asian	52	52	100.00%	51.92%
Filipino	41	41	100.00%	75.61%
Hispanic or Latino	65	64	98.46%	29.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	17	17	100.00%	52.94%
Two or More Races	44	44	100.00%	52.27%
Socioeconomically Disadvantaged	98	98	100.00%	27.55%
English Learners	52	52	100.00%	36.54%
Students with Disabilities	18	18	100.00%	27.78%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/22/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6%	27.8%	50.0%

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.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Opportunities for parental involvement include our Parent/Teacher Association (PTA) which works to ensure that teachers and students have the support and resources necessary to successfully engage in our core curriculum. The PTA and Principal's newsletters, school site webpage, and Facebook account keeps our community informed on key policies, curriculum, student achievement, and student activities. Our School Site Council (SSC) and PTA coordinate our parent involvement program. The SSC meetings provide parents with information about the school plan/programs and student progress, as well as the school's budget that pertains to the school site plan
• School Site Council
• PTA sponsored events
• Meet and Greets
• Program and Parental informational nights
• Back to School
• Open House
• Halloween Celebration
• Seasonal Plays and Activities
• Black History Month Celebrations
• Family Science nights
• Socio-Emotional Parent Nights
• Potlucks
• Classroom Volunteers
Contact information for parental involvement: Staff Community Engagement Office (510) 307-4526

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
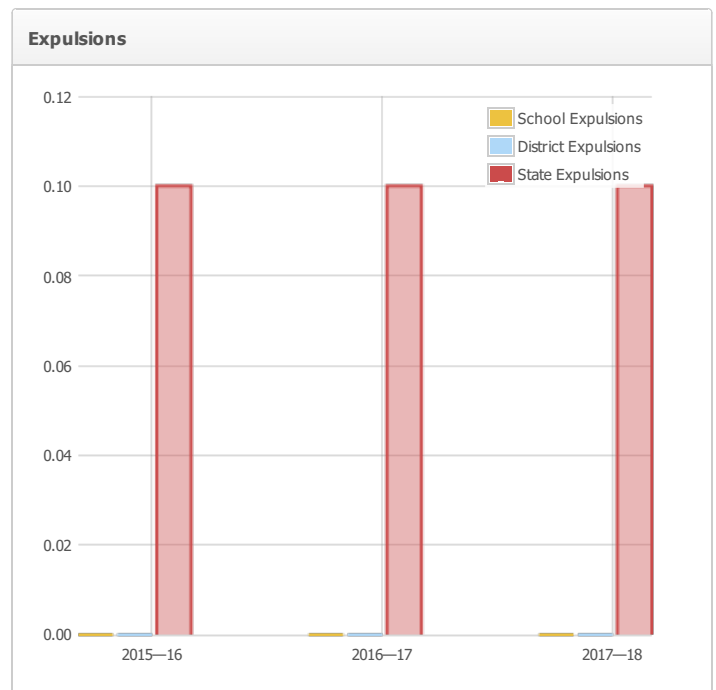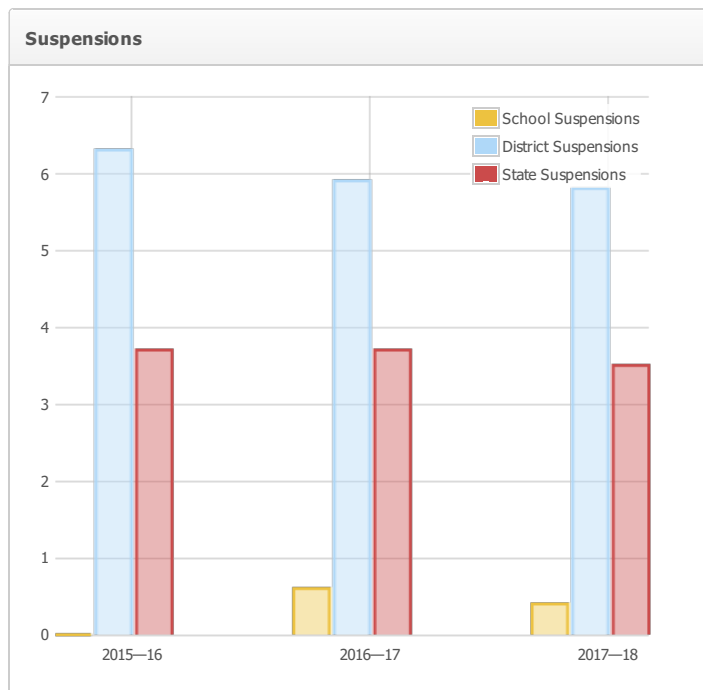- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	0.6%	0.4%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		3	
1	23.0		3	
2	20.0	3	1	
3	23.0		4	
4	25.0		3	
5	27.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	26.0		3	
2	24.0		3	
3	22.0		4	
4	32.0		2	1
5	26.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	24.0		3	
2	26.0		3	
3	25.0		3	
4	31.0		3	
5	30.0		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6241.8	$1363.6	$4878.2	$68252.8
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-45.1%	0.8%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-29.6%	-16.8%

Note: Cells with N/A values do not require data.

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- ARTS
- IXL LEARNING

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
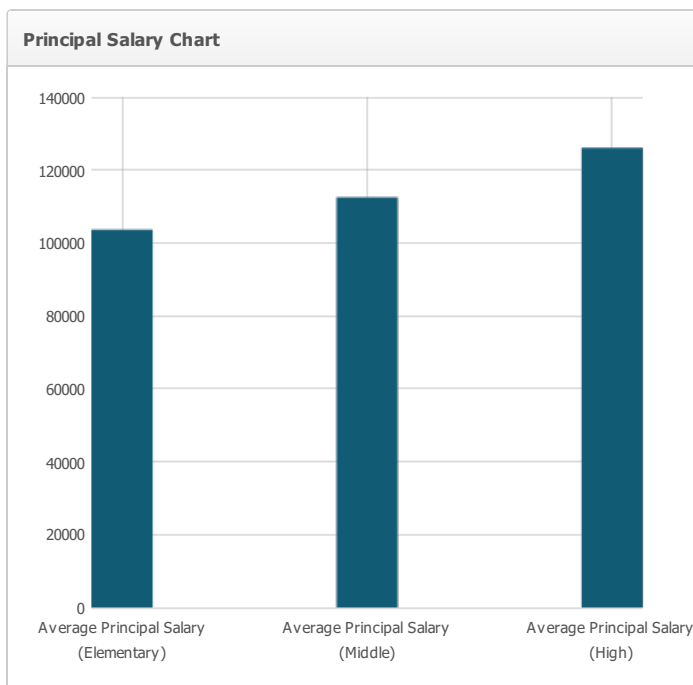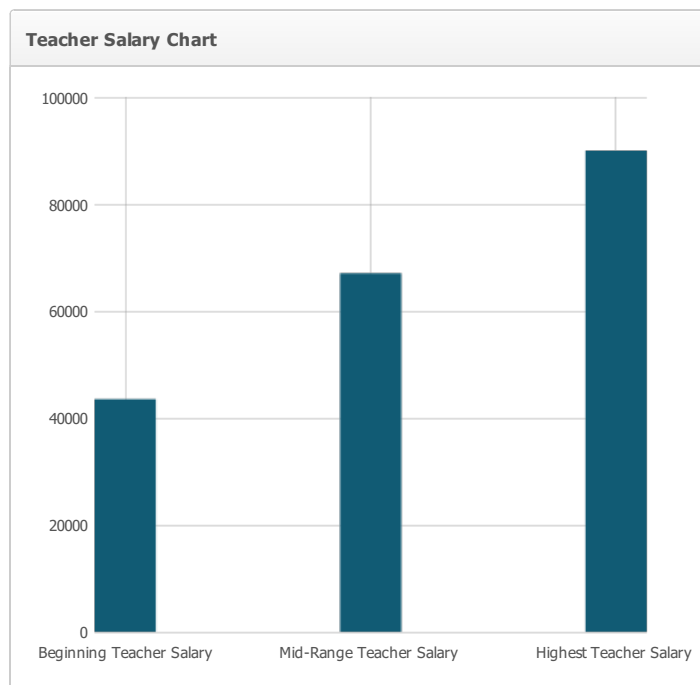
Last updated: 1/22/2019

Professional Development

Professional Development
Teachers receive training and researched-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 the Lucy Caulkins' writing program, socio-emotional and growth mindset research-based curricula, and technology programs. All teachers on

staff have been provided a document camera, projector and laptop to enhance the learning process. All students have access to tablets and grade level appropriate software. Many teachers have been trained in the Playworks physical education program and have access to Playworks materials to promote teamwork, collaboration and support on the playground. 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.

Quality instruction and leadership are at the heart of the district's academic achievement efforts. To ensure this, the Educational Services Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. The principal and trained staff, in turn, provides support to teachers in staff conferences, opportunities for collaborative study in planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development and in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented education, 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. A primary goal of our professional development program is ensuring that all of our students are served by skilled, highly qualified teachers and the teachers supported by strong, knowledgeable instructional leaders.

Last updated: 11/28/2018