

Hanna Ranch Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Hanna Ranch Elementary School
Street	2480 Refugio Valley Rd.
City, State, Zip	Hercules, CA, 94547-1553
Phone Number	510-231-1441
Principal	Greg Santiago
Email Address	gsantiago@wccusd.net
School Website	www.wccusd.net/hannaranch
Grade Span	K-5
County-District-School (CDS) Code	07617966112015

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Hanna Ranch is a culturally diverse school dedicated to academic proficiency and socio-emotional growth for all of our students. Our goal, guided by our 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

2024-25 School Description and Mission Statement

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	67
Grade 2	62
Grade 3	59
Grade 4	72
Grade 5	68
Total Enrollment	388

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	22.4
Black or African American	8.8
Filipino	19.8
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	13.1
White	5.7
English Learners	9.3
Foster Youth	0.5
Homeless	0.3
Socioeconomically Disadvantaged	36.3
Students with Disabilities	7.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	97.98	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	2.02	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	16.30	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	78.18	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	19.09	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	0.50	2.73	91.20	5.99	15831.90	5.67
Total Teaching Positions	18.30	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	94.27	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.73	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	94.30	6.58	14303.80	5.15
Total Teaching Positions	17.40	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	3.50	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	3.50	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	20	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	16.6	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007	Yes	0 %
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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.

Year and month of the most recent FIT report: 7/20/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	A1: 4. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A3: 4. WALL IS MARRED. 15. WINDOW SCREEN IS TORN. A4: 4. DAMAGE TO WALL CORNER. 10. EVACUATION MAP IS NOT POSTED. ADMIN: 4. FORMICA TRIM ON DESK IS BROKEN. 11. PAINT IS CHIPPING ON CORNER OF WALL. PAINT IS PEELING ON ENTRY DOOR. B1: 4. FLOOR IS DINGY. CEILING TILES ARE MISSING. B2: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. B4: 4. FORMICA COUNTERTOP IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. BOYS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TIKE/CARPET SEAM. 5. ROOM IS CLUTTERED. 7. ONE RECESSED LIGHT IS OUT. 15. THRESHOLD IS MISSING. BOYS REST ROOM: 4. FORMICA ON STALL DOOR IS BROKEN. TOILET ANCHOR BOLTS ARE RUSTED. BASE OF PARTITION IS BROKEN AND MISSING. FLOOR TILES ARE CRACKED. ACCESS PANELS ARE RUSTY. 5. FLOOR IS STAINED. BASE OF TOILETS ARE DIRTY. 8. TOILET SEATS ARE LOOSE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. C1: 4. WALL IS MARRED. CORNER OF WALL IS DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. C2: 4. WALLS ARE MARRED. CORNER OF WALL IS DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. C4: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. PAINT IS PEELING ON EXTERIOR WINDOW FRAMES. D3: 4. WALLS ARE MARRED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. D4: 4. WALLS ARE MARRED. CORNER OF WALL IS DAMAGED. DATA SERVER ROOM: 4. CEILING TILES ARE DAMAGED. 10. NO ROOM ID. E2: 4. WALLS ARE MARRED. 12. CRACKS IN TGE WALL IN CORNERS. E3: 4. CORNER OF WALL IS DAMAGED. E4: 4. WALLS ARE MARRED. 5. FLOORS ARE DINGY. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. FACULTY WORKROOM: 4. WALL IS MARRED. 11. PAINT IS PEELING ON DOOR FRAME.

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FOOD SERVICE: 4. FOAM SEALANT CAUSING TRIP HAZARDS ON FLOOR. 5. FLOORS ARE DINGY. 10. NO ROOM ID. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

FOOD SERVICE: 4. WALLS ARE MARRED. CEILING TILES HAVE WATER STAINS. CORNERS OF WALL ARE DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

G1: USED FOR STORAGE. 4. FLOOR TILES ARE CRACKED AND BROKEN. FLOOR IS STRAINED. 11. PAINT IS PEELING ON EXTERIOR POST. 14. TRIP HAZARDS ON WALKWAY AT CEMENT/ASPHALT SEAMS.

G2: WILLIAMS NOTICE NOT POSTED. 4. WALL PAPER IS TORN. CEILING TRIM IS LOOSE. 5. FLOORS ARE DINGY. 10. EVACUATION MAP IS NOT POSTED.

GIRLS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TILE/CARPET SEAM. 5. ROOM IS CLUTTERED. TOILET IS DIRTY. 7. ONE RECESSED LIGHT IS OUT. 8. SOUND OF RUNNING WATER COMING FROM THE TOILET. 8.

MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS MISSING. DOOR STICKS.

GIRLS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. CEILING IS MARRED. 8.

MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. SEPARATING BETWEEN DOOR FRAME AND CINDER BLOCK WALL.

HEATING ROOM : 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5.

UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 11. PAINT IS PEELING ON INTERIOR WALL.

LIBRARY: 4. WALL IS MARRED. FORMICA TRIM IS BROKEN. 10. NO ROOM ID.

M.U. MECHANICAL ROOM: USED FOR STORAGE. 4. ACCESS PANEL IS LOOSE. 7. LIGHT DIFFUSER IS MISSING. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

MENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.

MPR: 4. WALLS ARE MARRED. CRACK IN WALL IN CORNER. FLOOR TILES ARE CRACKED AND BROKEN. 11. PAINT IS CHIPPING ON ACCESS PANELS. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

STAFF LOUNGE: 4. CABINET HANDLE IS BENT. CABINET HANDLE IS BROKEN. FORMICA TRIM IS CHIPPED. WALL CORNER IS DAMAGED. 10. ACCESS TO FIRE EXTINGUISHER IS OBSCURED. NO ROOM ID. 12. CRACK IN EXTERIOR CEILING OF WALKWAY.

STAGE BACK ROOM/MUSIC ROOM: 4. WALLS ARE MARRED. CARPET IS LIFTING. CARPET HAS RUNS AND IS FRAYED. 5. ROOM IS CLUTTERED. 10. WHEELCHAIR LIFT IS BLOCKED. 11. PAINT IS

School Facility Conditions and Planned Improvements

			<p>CHIPPING ON DOORS AND DOOR FRAMES. 15. THRESHOLDS ARE MISSING CAUSING CARPET TO LIFT AND FRAY. STAGE: 4. CEILING TILES HAVE WATER STAINS. CORNER OF WALL IS DAMAGED. 7. TWO RECESSED LIGHTS ARE OUT. MULTIPLE DIRECTIONAL LIGHTS ARE OUT. STUDENT STORE: 4. FORMICA TRIM IS LOOSE ARE REPAIRED WITH CLEAR TAPE. CEILING TILE IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. TEACHERS SMALL GROUP ROOM: 4. HOLE IN CEILING. 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. WOMENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A1: 4. WALL IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A2: 5. RR IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. B2: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. B3: 4. RUBBER MOLDING IS MISSING. WALLS ARE MARRED. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. FLOORS ARE DINGY. B4: 4. FORMICA COUNTERTOP IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. BOYS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TIKE/CARPET SEAM. 5. ROOM IS CLUTTERED. 7. ONE RECESSED LIGHT IS OUT. 15. THRESHOLD IS MISSING. BOYS REST ROOM: 4. FORMICA ON STALL DOOR IS BROKEN. TOILET ANCHOR BOLTS ARE RUSTED. BASE OF PARTITION IS BROKEN AND MISSING. FLOOR TILES ARE CRACKED. ACCESS PANELS ARE RUSTY. 5. FLOOR IS STAINED. BASE OF TOILETS ARE DIRTY. 8. TOILET SEATS ARE LOOSE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. C3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR VENTS. C4: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. PAINT IS PEELING ON EXTERIOR WINDOW FRAMES. D2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS HIGH FLOW AND LEAKS AT DIFFFSER.</p>

School Facility Conditions and Planned Improvements

E1 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING.

E4: 4. WALLS ARE MARRED. 5. FLOORS ARE DINGY. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

FOOD SERVICE: 4. FOAM SEALANT CAUSING TRIP HAZARDS ON FLOOR. 5. FLOORS ARE DINGY. 10. NO ROOM ID. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

G2: WILLIAMS NOTICE NOT POSTED. 4. WALL PAPER IS TORN. CEILING TRIM IS LOOSE. 5. FLOORS ARE DINGY. 10. EVACUATION MAP IS NOT POSTED.

G3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.

GIRLS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TILE/CARPET SEAM. 5. ROOM IS CLUTTERED. TOILET US DIRTY. 7. ONE RECESSED LIGHT IS OUT. 8. SOUND OF RUNNING WATER COMING FROM THE TOILET. 8.

MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS MISSING. DOOR STICKS.

HEATING ROOM : 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 11. PAINT IS PEELING ON INTERIOR WALL.

STAGE BACK ROOM/MUSIC ROOM: 4. WALLS ARE MARRED. CARPET IS LIFTING. CARPET HAS RUNS AND IS FRAYED. 5. ROOM IS CLUTTERED. 10. WHEELCHAIR LIFFT IS BLOCKED. 11. PAINT IS CHIPPING ON DOORS AND DOOR FRAMES. 15. THRESHOLDS ARE MISSING CAUSING CARPET TO LIFT AND FRAY.

STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID.

STUDENT STORE: 4. FORMICA TRIM IS LOOSE ARE REPAIRED WITH CLEAR TAPE. CEILING TILE IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.

TEACHERS SMALL GROUP ROOM: 4. HOLE IN CEILING. 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

TEACHERS SMALL GROUP ROOM: 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

TEACHERS SMALL GROUP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

TEACHERS SMALL GROUP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

TEXTBOOKS: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

<p>Electrical</p>		X	<p>BOYS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TIKE/CARPET SEAM. 5. ROOM IS CLUTTERED. 7. ONE RECESSED LIGHT IS OUT. 15. THRESHOLD IS MISSING.</p> <p>E1 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>ELECTRICAL: 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>GIRLS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TILE/CARPET SEAM. 5. ROOM IS CLUTTERED. TOILET US DIRTY. 7. ONE RECESSED LIGHT IS OUT. 8. SOUND OF RUNNING WATER COMING FROM THE TOILET. 8.</p> <p>MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS MISSING. DOOR STICKS.</p> <p>M.U. MECHANICAL ROOM: USED FOR STORAGE. 4. ACCESS PANEL IS LOOSE. 7. LIGHT DIFFUSER IS MISSING. ACCESS TO ELECTRICAL PANELS IS BKOCKED.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. CORNER OF WALL IS DAMAGED. 7. TWO RECESSED LIGHTS ARE OUT. MULTIPLE DIRECTIONAL LIGHTS ARE OUT.</p> <p>TEACHERS SMALL GROUP ROOM: 4. HOLE IN CEILING. 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>TEACHERS SMALL GROUP ROOM: 5. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>TEACHERS SMALL GROUP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>TEACHERS SMALL GROUP ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>BOYS REST ROOM: 4. FORMICA ON STALL DOOR IS BROKEN. TOILET ANCHOR BOLTS ARE RUSTED. BASE OF PARTITION IS BROKEN AND MISSING. FLOOR TILES ARE CRACKED. ACCESS PANELS ARE RUSTY. 5. FLOOR IS STAINED. BASE OF TOILETS ARE DIRTY. 8. TOILET SEATS ARE LOOSE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>D1: 9. FAUCET HAS HIGH FLOW. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. WALL IS CRACKED.</p> <p>D2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS HIGH FLOW AND LEAKS AT DIFFFSER.</p> <p>GIRLS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TILE/CARPET SEAM. 5. ROOM IS CLUTTERED. TOILET US DIRTY. 7. ONE RECESSED LIGHT IS OUT. 8. SOUND OF RUNNING WATER COMING FROM THE TOILET. 8.</p>

School Facility Conditions and Planned Improvements

			<p>MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS MISSING. DOOR STICKS.</p> <p>GIRLS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. CEILING IS MARRED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. SEPERATING BETWEEN DOOR FRAME AND CINDER BLOCK WALL.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>MENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.</p> <p>WOMENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>A4: 4. DAMAGE TO WALL CORNER. 10. EVACUATION MAP IS NOT POSTED.</p> <p>ADMIN: 4. FORMICA TRIM ON DESK IS BROKEN. 11. PAINT IS CHIPPING ON CORNER OF WALL. PAINT IS PEELING ON ENTRY DOOR.</p> <p>B2: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>B4: 4. FORMICA COUNTERTOP IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>BOYS REST ROOM: 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>BOYS REST ROOM: 4. FORMICA ON STALL DOOR IS BROKEN. TOILET ANCHOR BOLTS ARE RUSTED. BASE OF PARTITION IS BROKEN AND MISSING. FLOOR TILES ARE CRACKED. ACCESS PANELS ARE RUSTY. 5. FLOOR IS STAINED. BASE OF TOILETS ARE DIRTY. 8. TOILET SEATS ARE LOOSE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>C1: 4. WALL IS MARRED. CORNER OF WALL IS DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>C2: 4. WALLS ARE MARRED. CORNER OF WALL IS DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.</p> <p>C3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR VENTS.</p> <p>C4: 4. WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. PAINT IS PEELING ON EXTERIOR WINDOW FRAMES.</p> <p>CAMPUS : 11. PAINT IS PEELING ON MANY EXTERIOR SURFACES. 12. EXTERIOR EXPOSED WOOD BEAMS HAVE DRY ROT. 14. EXTERIOR</p>

School Facility Conditions and Planned Improvements

DOWNSPOUTS ARE RUSTING THROUGHOUT CAMPUS.
 D1: 9. FAUCET HAS HIGH FLOW. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. WALL IS CRACKED.
 D3: 4. WALLS ARE MARRED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 DATA SERVER ROOM: 4. CEILING TILES ARE DAMAGED. 10. NO ROOM ID.
 E4: 4. WALLS ARE MARRED. 5. FLOORS ARE DINGY. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 FACULTY WORKROOM: 4. WALL IS MARRED. 11. PAINT IS PEELING ON DOOR FRAME.
 FOOD SERVICE: 4. FOAM SEALANT CAUSING TRIP HAZARDS ON FLOOR. 5. FLOORS ARE DINGY. 10. NO ROOM ID. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 FOOD SERVICE: 4. WALLS ARE MARRED. CEILING TILES HAVE WATER STAINS. CORNERS OF WALL ARE DAMAGED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 G1: USED FOR STORAGE. 4. FLOOR TILES ARE CRACKED AND BROKEN. FLOOR IS STRAINED. 11. PAINT IS PEELING ON EXTERIOR POST. 14. TRIP HAZARDS ON WALKWAY AT CEMENT/ASPHALT SEAMS.
 G2: WILLIAMS NOTICE NOT POSTED. 4. WALL PAPER IS TORN. CEILING TRIM IS LOOSE. 5. FLOORS ARE DINGY. 10. EVACUATION MAP IS NOT POSTED.
 G3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 GIRLS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. CEILING IS MARRED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. SEPERATING BETWEEN DOOR FRAME AND CINDER BLOCK WALL.
 GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 HEATING ROOM : 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 11. PAINT IS PEELING ON INTERIOR WALL.
 LIBRARY: 4. WALL IS MARRED. FORMICA TRIM IS BROKEN. 10. NO ROOM ID.
 MPR: 4. WALLS ARE MARRED. CRACK IN WALL IN CORNER. FLLOR TILES ARE CRACKED AND BROKEN. 11. PAINT IS CHIPPING ON ACCESS PANELS. PAINT IS CHIPPING ON DOOR AND DOOR FRAME.
 STAFF LOUNGE: 4. CABINET HANDLE IS BENT. CABINET HANDLE IS BROKEN. FORMICA TRIM IS CHIPPED. WALL CORNER IS DAMAGED. 10. ACCESS TO FIRE EXTINGUISHER IS OBSCURED.

School Facility Conditions and Planned Improvements

			<p>NO ROOM ID. 12. CRACK IN EXTERIOR CEILING OF WALKWAY.</p> <p>STAGE BACK ROOM/MUSIC ROOM: 4. WALLS ARE MARRED. CARPET IS LIFTING. CARPET HAS RUNS AND IS FRAYED. 5. ROOM IS CLUTTERED. 10. WHEELCHAIR LIFFT IS BLOCKED. 11. PAINT IS CHIPPING ON DOORS AND DOOR FRAMES. 15. THRESHOLDS ARE MISSING CAUSING CARPET TO LIFT AND FRAY.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. NO ROOM ID.</p> <p>STUDENT STORE: 4. FORMICA TRIM IS LOOSE ARE REPAIRED WITH CLEAR TAPE. CEILING TILE IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>CAMPUS : 11. PAINT IS PEELING ON MANY EXTERIOR SURFACES. 12. EXTERIOR EXPOSED WOOD BEAMS HAVE DRY ROT. 14. EXTERIOR DOWNSPOUTS ARE RUSTING THROUGHOUT CAMPUS.</p> <p>D1: 9. FAUCET HAS HIGH FLOW. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. WALL IS CRACKED.</p> <p>E2: 4. WALLS ARE MARRED. 12. CRACKS IN TGE WALL IN CORNERS.</p> <p>GIRLS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. CEILING IS MARRED. 8.</p> <p>MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS CHIPPING ON DOOR AND DOOR FRAME. 12. SEPERATING BETWEEN DOOR FRAME AND CINDER BLOCK WALL.</p> <p>STAFF LOUNGE: 4. CABINET HANDLE IS BENT. CABINET HANDLE IS BROKEN. FORMICA TRIM IS CHIPPED. WALL CORNER IS DAMAGED. 10. ACCESS TO FIRE EXTINGUISHER IS OBSCURED. NO ROOM ID. 12. CRACK IN EXTERIOR CEILING OF WALKWAY.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>A3: 4. WALL IS MARRED. 15. WINDOW SCREEN IS TORN.</p> <p>BOYS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TIKE/CARPET SEAM. 5. ROOM IS CLUTTERED. 7. ONE RECESSED LIGHT IS OUT. 15. THRESHOLD IS MISSING.</p> <p>CAMPUS : 11. PAINT IS PEELING ON MANY EXTERIOR SURFACES. 12. EXTERIOR EXPOSED WOOD BEAMS HAVE DRY ROT. 14. EXTERIOR DOWNSPOUTS ARE RUSTING THROUGHOUT CAMPUS.</p> <p>G1: USED FOR STORAGE. 4. FLOOR TILES ARE CRACKED AND BROKEN. FLOOR IS SRAINED. 11. PAINT IS PEELING ON EXTERIOR POST. 14. TRIP HAZARDS ON WALKWAY AT CEMENT/ASPHALT SEAMS.</p> <p>GIRLS DRESSING ROOM: USED FOR STORAGE. 4. CARPET IS FRAYED AT TILE/CARPET SEAM. 5.</p>

School Facility Conditions and Planned Improvements

			<p>ROOM IS CLUTTERED. TOILET US DIRTY. 7. ONE RECESSED LIGHT IS OUT. 8. SOUND OF RUNNING WATER COMING FROM THE TOILET. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS MISSING. DOOR STICKS.</p> <p>MENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.</p> <p>STAGE BACK ROOM/MUSIC ROOM: 4. WALLS ARE MARRED. CARPET IS LIFTING. CARPET HAS RUNS AND IS FRAYED. 5. ROOM IS CLUTTERED. 10. WHEELCHAIR LIFFT IS BLOCKED. 11. PAINT IS CHIPPING ON DOORS AND DOOR FRAMES. 15. THRESHOLDS ARE MISSING CAUSING CARPET TO LIFT AND FRAY.</p> <p>WOMENS REST ROOM: 4. TOILET ANCHOR BOLTS ARE RUSTED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED. 9. FAUCETS ARE LOOSE AT THE BASE. 15. DOOR IS DAMAGED AT BOTTOM.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	58	32	33	46	47
Mathematics (grades 3-8 and 11)	47	46	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	203	99.51	0.49	58.42
Female	101	101	100.00	0.00	63.37
Male	103	102	99.03	0.97	53.47
American Indian or Alaska Native	0	0	0	0	0
Asian	46	46	100.00	0.00	71.11
Black or African American	24	24	100.00	0.00	37.50
Filipino	41	41	100.00	0.00	82.93
Hispanic or Latino	55	54	98.18	1.82	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	53.85
White	11	11	100.00	0.00	54.55
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	52.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	204	100.00	0.00	46.08
Female	101	101	100.00	0.00	39.60
Male	103	103	100.00	0.00	52.43
American Indian or Alaska Native	0	0	0	0	0
Asian	46	46	100.00	0.00	54.35
Black or African American	24	24	100.00	0.00	25.00
Filipino	41	41	100.00	0.00	68.29
Hispanic or Latino	55	55	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	38.46
White	11	11	100.00	0.00	36.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	36.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.00	48.53	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	48.53
Female	34	34	100.00	0.00	47.06
Male	34	34	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	14	14	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	77.9	100

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

There are a number of options for parental involvement this year at Hanna Ranch. First and foremost, our school is extremely fortunate with a fantastic Parent/Teacher Association (PTA) that strives to ensure that teachers and children have the support and resources needed to engage in our core curriculum successfully. Our parent involvement program is coordinated by our School Site Council (SSC) and PTA. Parents can learn about the school's plans and programs, students' progress, and the school's budget for the school site plan at the SSC meetings. We also provide parents with opportunities for involvement through the committees and activities listed below:

- ~School Site Council (SSC)
- ~English Language Learner Advisory Committee (ELAC)
- ~PTA-sponsored events
- ~African American Parent Advisory Committee (AAPAC)
- ~Program and Parental informational nights
- ~Back to School
- ~Open House
- ~Halloween Celebration and Trunk and Treat
- ~Seasonal Plays and Activities
- ~Heritage History Month Activities
- ~Family Science Nights
- ~Socio-Emotional Parent Nights
- ~Potlucks
- ~Classroom Volunteers

Contact information for parental involvement:
Staff Community Engagement Office (510) 307-4526

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	401	51	12.7
Female	185	184	16	8.7
Male	221	217	35	16.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	89	88	3	3.4
Black or African American	36	35	7	20.0
Filipino	79	78	5	6.4
Hispanic or Latino	126	126	24	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	51	6	11.8
White	23	22	6	27.3
English Learners	43	42	8	19.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	169	166	28	16.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	41	11	26.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.49	0.25	0.49	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.54	0.00
Male	0.45	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.12	0.00
Black or African American	2.78	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	6		
1	20	4	2	
2	22		6	
3	21	2	4	
4	29		4	
5	29		4	
Other	29		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	21	4	2	
2	20	6		
3	22		6	
4	27		4	
5	29		4	
Other	29		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	22		3	
2	21	1	2	
3	20	3		
4	29		2	
5	27		2	
Other	29		1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6121.13	473.60	5647.52	66362.73
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-1.0	-23.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-62.4	-35.1

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 LUCKY
 PANERA BREAD COMPANY
 SOUTHWEST SCHOOL & OFFICE SUPPLY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

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 Lucy Calkins' 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 SPARKs physical fitness education program and have access to SPARKs 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 responses to interventions, 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 in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, 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 to ensure that all of our students are served by skilled, highly qualified teachers and teachers supported by strong, knowledgeable instructional leaders.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	14	33	30