Hansen Elementary
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.
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.

2025-26 School Contact Information

School Name	Hansen Elementary
Street	1300 South Knott Ave.
City, State, Zip	Anaheim, CA, 92804
Phone Number	714-236-3835
Principal	Matthew Clinton, Principal
Email Address	Matthew.Clinton@savsd.org
School Website	https://savsd.org/school/hansen
Grade Span	K-6
County-District-School (CDS) Code	30666966030464

2025-26 District Contact Information

District Name	Savanna Elementary School District
Phone Number	(714) 236-3800
Superintendent	Dr. Sue Johnson
Email Address	superintendent@savsd.org
District Website	https://www.savsd.org

2025-26 School Description and Mission Statement

Hansen School, in Savanna School District, is a transitional kindergarten through sixth grade school. Hansen offers a BRIGHT Learners Preschool program, 3 Special Day Classes (SDC) that include a Preschool SDC class. Hansen Elementary School has a population of 394 students. Approximately 42% of students at Hansen are English Language Learners. The large majority of these students are Spanish speaking. Nearly 86% of the school's students are on the Free or Reduced Lunch program. Hansen is a school-wide Title I program. Students are involved in a variety of activities that support the acquisition of the Common Core Standards. The staff is composed of 19 regular classroom teachers, 3 SDC mild/moderate teachers, a full-time special education resource teacher, 2 Title 1/RTI resource teachers, 1 speech therapist, a full-time school psychologist, a school psychologist intern, and a nurse.

Going beyond the classroom, Hansen offers a variety of programs to help students achieve success. Hansen has the continued strong partnerships with the Anaheim Police Department (APD) to ensure we have updated and efficient safety processes and procedures. This includes the APD School Resource Officer (SRO) program that places officers in schools to enhance safety, deter crime, and build positive relationships with students and staff. Hansen School supports students and parents with resources such as counseling, parenting classes, school shopping, art classes, and housing support. Hansen School also offers student enrichment and additional academic support through the Saturday Academy program. Saturday Academy is available to all learners and it regularly occurs bi-weekly. Hansen School families also have the opportunity to participate in a variety of after school programs such as Boys and Girls Club and WINGS. Through our Expanded Learning Opportunities Program, WINGS, students are able to take part in a multitude of Science, Technology, Engineering, Art, and Mathematics programs. This also includes access to music programs, Taekwondo, cooking, and more. Through our Strings program (music program) students in grades 4-6 have access to learning to play the violin. All learners are offered opportunities, during the school day, to develop their love for theatre, dance, and choir through our Visual Arts and Performing Arts (VAPA) program. In collaboration with our local high school the BIGS program is an additional opportunity to provide students with positive mentorship and academic guidance. In cooperation with our surrounding community, we continue our strong, positive relationship with the TGR Center. Orange County Sheriff's Department offers the Above the Influence program to 6th grade students. This six week program provides lessons on drug prevention education. Students will also take part in the Team Kids Challenge which is a youth leadership program available to all students during the school day. The program provides innovative opportunities for students to volunteer. Students serve alongside firefighters, police officers, and their Team Kids Coach to unite their school in creating community change.

2025-26 School Description and Mission Statement

It is the mission of Hansen School to ensure every child masters their grade level standards-based curriculum in a a safe, welcoming, and growth-focused environment. This is done with careful collaboration and partnership between the school community and families. Here at Hansen School, students are encouraged to be successful, lifelong learners, prepared to accept responsibilities and challenges that may present themselves in the future. The caring and supportive staff continues to foster a safe, nurturing environment where all students can thrive. All staff members at Hansen will continue to implement Positive Behavior Interventions and Supports (PBIS). This will continue to build a positive school culture where everyone understands behavioral expectations which leads to improved behaviors and learning opportunities. Students are encouraged to display their Hansen P.R.I.D.E.- Polite, Respectful, Integrity, Determination, and Enthusiasm at all times. Additionally, students can receive tier 2 intervention in "Husky Time" sessions with Title 1 teachers using the Sonday program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	47
Grade 2	48
Grade 3	60
Grade 4	71
Grade 5	55
Grade 6	63
Total Enrollment	416

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.2
Asian	15.6
Black or African American	3.8
Filipino	2.6
Hispanic or Latino	66.3
Two or More Races	3.1
White	5.8
English Learners	43.3
Foster Youth	0.2
Homeless	10.1
Socioeconomically Disadvantaged	87.7
Students with Disabilities	10.3

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.

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)	23.5	92.16	94	95.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.02	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	2	7.84	3	3.06	15831.9	5.67
Total Teaching Positions	25.5	100	98	100	279044.8	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.

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)	23	92	91	96.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.06	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	2	8	2	2.13	14303.8	5.15
Total Teaching Positions	25	100	94	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21	91.3	86	93.48	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	2	8.7	4	4.35	13705.8	4.91
Total Teaching Positions	23	100	92	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	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)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Savanna School District has implemented several core curricula aligned with state standards. The Houghton Mifflin Go Math Series, adopted in 2016, serves as the mathematics curriculum for K-6 students. In 2017-18, the district adopted Benchmark Advance for English Language Arts and English Language Development, which is used in all K-6 classrooms. Both of these programs align with the Common Core State Standards. In the 2022-23 school year, the district adopted the Amplify Science program, which adheres to the Next Generation Science Standards. More recently, in the spring of 2025, the district adopted McGraw Hill's IMPACT California Social Studies program, which was rolled out to all school sites in the 2025-2026 school year. For Health, the district utilizes a variety of materials and strategies to support a well-rounded education. Also implemented in the 2025-2026 school year, the district introduced TOSAs who teach visual and performing arts classes to all students, including choir, dance, and theatre arts. Students participate in nine-week rotations that provide grade-level lessons across all three areas of the aforementioned arts.

Year and month in which the data were collected	October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Benchmark Advance Year: 2017	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Houghton Mifflin ~ Go Math Year: 2016	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Amplify Science. Year: 2022	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: McGraw Hill ~ IMPACT California Year: 2025	0
Foreign Language	N/A	N/A
Health	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health.	0
Visual and Performing Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts. Additionally, every school site receives direct support from VAPA T.O.S.A.s who provide consistent, standards based instruction in choir, dance, and theatre arts across all grade levels.	0

Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

The staff of Hansen School strives to maintain a clean and safe learning environment for students. The principal conducts monthly assessments of the school's aesthetic and safety conditions, while the District's Director of Maintenance, Operations, and Transportation performs thorough quarterly inspections. Custodians make routine daily inspections of all exterior and interior areas. As per SB550, all facilities are in good repair. Modernization projects, funded by Measure N (2008) and Measure G (2012), have enhanced classrooms and office spaces with new furniture, upgraded wall systems, energy-efficient windows, HVAC units, plumbing, electrical systems, and roofing. The school's energy management systems remotely control HVAC units, lighting, security cameras, classroom projectors, and irrigation systems to ensure efficiency. Remodeled student restrooms feature new plumbing, energy-efficient fixtures, and durable terrazzo flooring. Security enhancements include perimeter fencing, campus-wide security cameras, paging systems, emergency notification systems, enhanced fire alarms, and increased after-hours lighting.

The Savanna School District consistently undertakes maintenance projects to uphold its high standards for quality facilities. In the summer of 2014, the school playgrounds underwent 'extreme makeovers,' featuring new age-appropriate equipment designed to enhance students' physical fitness, motor skills, balance, and upper-body strength. These renovations included poured-in-place rubber surfacing, ensuring high safety levels with minimal maintenance requirements. The district's commitment to technological advancement is evident in the successive additions of Technology Learning Centers. The first, completed in fall 2015, boasted 32 computers with a teaching station and flat-screen monitors. A second center, mirroring the first, was added in summer 2016, followed by a third in summer 2019. The summer of 2020 saw significant expansions with the addition of an Outdoor Learning Center, a new STEM Center, and extra upper grade and kindergarten restrooms. To improve student spacing during meals, two additional lunch shelters were installed in fall 2020. Throughout these developments, Hansen School has maintained its longstanding commitment to technology in education with four desktop computers per classroom and the addition of iPad carts with one-to-one devices in 2021. Most recently, in 2023, Hansen School transitioned to running a District-operated preschool on-site, further expanding its educational offerings and community support.

Year and month of the most recent FIT report	July, 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	51	47	49	47	48
Mathematics (grades 3-8 and 11)	47	45	44	45	35	37

2024-25 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	246	241	97.97	2.03	50.62
Female	124	120	96.77	3.23	50.83
Male	122	121	99.18	0.82	50.41
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	86.67
Black or African American	11	11	100.00	0.00	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	163	158	96.93	3.07	36.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	--	--	--	--	--
English Learners	88	84	95.45	4.55	32.14
Foster Youth	0	0	0	0	0
Homeless	22	17	77.27	22.73	47.06
Military	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	218	213	97.71	2.29	49.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	21.43

2024-25 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	243	242	99.59	0.41	45.45
Female	122	121	99.18	0.82	40.50
Male	121	121	100.00	0.00	50.41
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	91.11
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	31.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	--	--	--	--	--
English Learners	86	86	100.00	0.00	32.56
Foster Youth	0	0	0	0	0
Homeless	22	21	95.45	4.55	28.57
Military	25	25	100.00	0.00	40.00
Socioeconomically Disadvantaged	215	214	99.53	0.47	43.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	23.08

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.03	40	29.44	34.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	40.00
Female	26	26	100.00	0.00	30.77
Male	29	29	100.00	0.00	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	37.78
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.

2024-25 California Physical Fitness Test Participation Rates

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%	100%	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.

2025-26 Opportunities for Parental Involvement

There are many opportunities for parental involvement, including, but not limited to the School Site Council (SSC) and English Learner Advisory Committee (ELAC). SSC is a ten-person council of parents, teachers, classified staff, and the principal. Members monitor the implementation of the Single Plan for Student Achievement and generally act as an advisory and decision-making body for the school's many programs. The ELAC consists of parents, one teacher, and the principal. Parents are given the Parent Compact at parent teacher conferences in both English and Spanish to encourage parental involvement in our school. The Parent Teacher Association (PTA) is an integral part of the school's support services through their work as parent volunteers, as program fundraisers, and as a school-parent communication resource. All parents are kept informed of meetings and events with our Parent Square messaging system and our District Website. Please reach out to the Hansen School office at 714-236-3835 for more information on volunteer opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	423	78	18.4
Female	202	201	38	18.9
Male	223	222	40	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	65	2	3.1
Black or African American	17	17	2	11.8
Filipino	11	11	1	9.1
Hispanic or Latino	281	279	62	22.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	3	23.1
White	24	24	2	8.3
English Learners	184	184	30	16.3
Foster Youth	--	--	--	--
Homeless	43	43	10	23.3
Socioeconomically Disadvantaged	377	375	72	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	50	15	30.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2	0.21	0.94	0.99	0.6	1.05	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.94	0.00
Female	0.50	0.00
Male	1.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.36	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	1.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.00	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.

2025-26 School Safety Plan

For the 2025–2026 school year, the school transitioned from an individual Comprehensive School Safety Plan to a District Wide Comprehensive School Safety Plan, consistent with California Education Code requirements for districts with an average daily attendance of 2,500 or fewer students.

The District Wide Comprehensive School Safety Plan is reviewed and updated annually. The District Safety Committee will meet in late January 2026 to review and update the plan. The safety plan will then be submitted to the Governing Board on February 10, 2026 for consideration and approval, in accordance with California Education Code requirements.

The plan outlines procedures to support a safe and secure learning environment, including emergency preparedness and response, campus supervision and access control, threat assessment and reporting, coordination with local law enforcement and emergency services, and practices related to school climate and student safety. Staff review the plan annually to ensure awareness and consistent implementation.

Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available for staff.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing and security cameras.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems and radios in every classroom.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.
- Navigate Prepared Safety system.
- ParentSquare parent notification system.

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.

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	19	4	0	0
1	23	0	3	0
2	21	1	2	0
3	19	3	0	0
4	24	0	3	0
5	24	0	2	0
6	23	0	3	0
Other	10	2	0	0

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	23	0	2	0
1	24	0	2	0
2	22	0	3	0
3	23	0	3	0
4	28	0	2	0
5	21	0	3	0
6	22	0	2	0
Other	9	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		2	
1	22		2	
2	29		1	
3	24		2	
4	28		2	
5	26		1	
6	27		2	
Other	19	2	3	

2024-25 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	249.44

2024-25 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)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$21,276	$8,447	$12,829	$108,441
District	N/A	N/A	$11,698	$103,835
Percent Difference - School Site and District	N/A	N/A	9.2	10.3
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	17.4	14.1

Fiscal Year 2024-25 Types of Services Funded

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district.

Students identified with disabilities receive appropriate support and services in the least restrictive environment. Supports include small group pull-out and/or push-in services provided by education specialists and support staff.

English learners receive targeted support based on need and language ability. Teachers provide integrated and designated English language development during the school day.

Hansen school also receives Title 1 funding which is used for students in need of intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,477	$61,516
Mid-Range Teacher Salary	$94,269	$95,479
Highest Teacher Salary	$128,330	$125,208
Average Principal Salary (Elementary)	$149,517	$152,668
Average Principal Salary (Middle)		$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$263,972	$242,781
Percent of Budget for Teacher Salaries	28.72%	29.76%
Percent of Budget for Administrative Salaries	5.18%	5.74%

Professional Development

Our comprehensive professional development program emphasizes two key areas: data-driven instruction and differentiated learning aligned with Common Core State Standards across all subject areas. Throughout the year, staff members engage in extensive training covering a wide array of pedagogical approaches and educational tools to enhance student learning outcomes.

The professional development curriculum includes in-depth training on essential areas such as Explicit Direct Instruction (EDI), differentiated instruction techniques, and targeted intervention strategies. Teachers have also received training in a wide-range of programs including Thinking Maps, Write from the Beginning, Project GLAD, STEM education and technology integration. The implementation of core programs like GoMath, Benchmark Advance ELA Series, Amplify Science, IMPACT California Social Studies and iReady has been supported through dedicated training sessions, ensuring thorough understanding and effective classroom application.

To support data-informed decision making, teachers have received comprehensive training on the Illuminate Data System and iReady data analysis tools. This enables them to track student progress effectively and adjust their instructional approaches based on concrete performance metrics. Faculty members have also had opportunities to participate in specialized curricular task forces focusing on critical areas including English Language Development/English Language Arts, History/Social Studies, Mathematics, STEM, Social-Emotional Learning (SEL), Science, and Health & Wellness. These task forces allow teachers to contribute to curriculum development and share best practices within their areas of expertise.

Professional development is delivered through a flexible, multi-modal approach that accommodates different learning styles and scheduling needs. This includes full-day and half-day workshops, grade-level team collaboration sessions, regular staff meetings, individualized coaching, and demonstration lessons. Special attention is given to supporting new teachers through a robust mentorship program and targeted workshops addressing their specific developmental needs. This comprehensive support system ensures that both new and experienced teachers continue to grow professionally and stay current with the latest educational practices and standards.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3