

# Marguerite Hahn Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Marguerite Hahn Elementary School
Street	825 Hudis Street
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 588-5675
Principal	Rachel Hankerson
Email Address	Rachel_Hankerson@crpusd.org
Website	<a href="https://mhs.crpused.org/">https://mhs.crpused.org/</a>
County-District-School (CDS) Code	49-73882-6099246

Entity	Contact Information
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Michael Watenpaugh
Email Address	Michael_Watenpaugh@crpusd.org
Website	www.crpUSD.org

### School Description and Mission Statement (School Year 2019-20)

Our vision at Hahn School is to create a community of lifelong learners using a meaning-centered curriculum where all individuals, skills, and talents are respected. All learners will strive to be caring, ethical, responsible individuals who embrace personal, social, and academic challenges that promote resiliency and acceptance of self and others. We have an ongoing commitment to provide an optimal education for all.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	63
Grade 2	92
Grade 3	86
Grade 4	74
Grade 5	82
Total Enrollment	499

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	4.8
Filipino	1
Hispanic or Latino	26.5
White	58.1
Two or More Races	7.4
Socioeconomically Disadvantaged	31.1
English Learners	13.2
Students with Disabilities	8.8
Foster Youth	0.6
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	24	326
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 1, 2019

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.		0%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc		
<b>Visual and Performing Arts</b>	Contact Instructional Services Department (707) 792-4708.		
<b>Science Laboratory Equipment (grades 9-12)</b>	Contact Instructional Services Department (707) 792-4708.		

## School Facility Conditions and Planned Improvements (Most Recent Year)

Hahn is located on approximately ten acres adjacent to Honeybee Park. The school is made up of varied types of construction, with 16 portable classrooms and 3 permanent buildings that house 10 classrooms. School operations originally began in 1978 with three permanent classroom buildings. The MU was built in 1987. Additional permanent classroom buildings and the office complex were constructed in 1999. In the summer of 2008, two (2) portable classrooms were added to accommodate the increase in enrollment. The YMCA program is also housed in a doublewide portable on campus.

Like all District schools, the fire marshal, health department, and insurance carrier have inspected Marguerite Hahn. The reports are positive, and when problems are noted, they are addressed immediately.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms in poor condition.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	At time of inspection, gutters were in need of replacement around several rooms. Carpet in several classrooms in poor condition.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	59	49	46	50	50
Mathematics (grades 3-8 and 11)	47	56	32	31	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	237	100.00	0.00	59.49
Male	127	127	100.00	0.00	57.48
Female	110	110	100.00	0.00	61.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	149	149	100.00	0.00	63.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	77	77	100.00	0.00	42.86
English Learners	39	39	100.00	0.00	35.90
Students with Disabilities	20	20	100.00	0.00	45.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	237	100.00	0.00	55.70
Male	127	127	100.00	0.00	59.84
Female	110	110	100.00	0.00	50.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	41.67
Native Hawaiian or Pacific Islander					
White	149	149	100.00	0.00	59.06
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	77	77	100.00	0.00	45.45
English Learners	39	39	100.00	0.00	35.90
Students with Disabilities	20	20	100.00	0.00	40.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.8	27.5	18.8

Note: 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.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Marguerite Hahn Elementary School has an open campus where families are welcome and encouraged to volunteer, participate in classrooms, and school life. Principal Hankerson does second cup of coffee several times throughout the school year to encourage families to get involved and provide input. Parents can learn about events through reading the Principal Newsletter, flyers that go home, the school marquee, and by calling the office 588-5675. Parents were also sent a link to a parent survey in the Spring of 2019 as another means to get parent input and feedback about the school. Parents were sent an additional e-mail with the results and findings of the survey.

Hahn also has an active and involved Parent Teacher Association (PTA) organization. The PTA sponsors family nights/events, walk and roll to school days, and support an art program for every child. Many parents are involved in the everyday life of the school, giving man hours of volunteer help in our classrooms, playgrounds, and office. With PTA involvement we are able to provide a well-rounded educational program for our students. Parents can follow the Hahn PTA facebook page, look for flyers in homework folders, signup to help using the signup genius website which goes out in the Principal Newsletter before events.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.0	0.6	1.6	5.5	5.9	5.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Marguerite Hahn School is a TK through fifth grade school in the suburb of Rohnert Park, a city of approximately 50,000. It is located in a middle class neighborhood of primarily single-family homes near a golf course and small, neighborhood shopping center. There is little crime in the neighborhood or on the campus. It is important to us that we maintain an environment in which safety and security of our students is the goal of the entire community. In accordance with Education Code 35294.6. Hahn's Safety Plan is reviewed, evaluated and amended each year by site council. The PTA has provided first aid and emergency materials, we also ask that parents send students with a bag of non-perishable food to be kept in the classrooms. The complete version of the School Safety Plan is available online and in the school office.

Various types of emergency drills are practiced monthly during the school day including: fire drill, earthquake drills, lock down drills, and criminal activity drills. In addition, staff practices various scenarios and roles that they may experience during emergency situations during monthly staff meetings, including: active shooter, student allergies, what to do if a you suspect a head injury on the playground, etc. At least one time a year, students, staff and parents practice a full scale earthquake drill, where kindergarten students are released to their families using our emergency release system.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		5		21	1	3		18	2	3	
1	22		4		22		4		21		3	
2	24		3		21		4		23		4	
3	28		3		24		3		29		3	
4	28		3		26		3		25		3	
5	30		3		29		3		27		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2.2
Other	1.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,630	\$680	\$4,950	\$63,966
District	N/A	N/A	\$5,766	\$62,696.00
Percent Difference - School Site and District	N/A	N/A	-15.2	2.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-41.0	-19.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Marguerite Hahn Elementary receives special funds for supplementary educational programs. The following programs are funded: Limited English Proficient, Special Education services for those students who qualify as well as Speech and Language Program. The district also supports our RTI program. All students are given needed academic and social emotional support as part of our RTI program which includes a Walk to Read Program, Learning Center, PBIS and Check-in Check-out. The library and computer/media labs are staffed in the afternoon to support students. Additional programs that do not receive funding are an extended day Kindergarten program allowing for additional group time. District Music program for 3rd graders and Band for 4th and 5th graders.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,542	\$49,084
Mid-Range Teacher Salary	\$62,212	\$76,091
Highest Teacher Salary	\$81,294	\$95,728
Average Principal Salary (Elementary)	\$109,306	\$118,990
Average Principal Salary (Middle)	\$108,271	\$125,674
Average Principal Salary (High)	\$122,939	\$137,589
Superintendent Salary	\$199,822	\$230,096
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. Before school started, staff had training in Eureka Math, which is a newly adopted math curriculum, and English Language Arts, specifically looking at new curriculum for Walk to Read. In addition, Hahn has two afternoons per month for professional development, during this time staff has training in professional learning communities (PLC), staff also uses this time to hold PLC meetings. During PLC meetings, teachers identify a priority standard, share successful teaching strategies based on data, and plan instruction and next steps.

Our third grade team, spends time giving the Lexia Rapid Assessment, and teachers use the data to plan instruction. In addition, 3rd grade teachers are given training in Lexia. Our IT department has also started monthly trainings for staff around specific computer skills/topics one time a month. One of our district mottos is “learning for a lifetime” and we promote adult learning as prerequisite to continuous school and district improvement.