

Marguerite Hahn Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School 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	Ashley Tatman
E-mail Address	ashley_tatman@crpusd.org
Web Site	
CDS Code	49-73882-6099246

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Robert A. Haley
E-mail Address	robert_haley@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2017-18)

Marguerite Hahn is a K-5 school with a population of approximately 500 students located in the northeast section of the Cotati Rohnert Park Unified School District. Marguerite Hahn offers a standards based curriculum. All instruction is based on Common Core Standards. Behavioral expectations are based on the Lifeskills. Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations provide a safe and ordered learning environment. The mission of Marguerite Hahn School is to develop competent learners - ensuring that every student at Hahn School reaches a high level of academic achievement as determined by state and national standards. We will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work and achieve while doing their personal best. By doing this our goal is for more of our students to meet proficient levels of achievement on state and local assessments. Student academic success is supported through a variety of regular assessments and this data is used to plan instruction targeted to all levels of student learning. Marguerite Hahn supports learners through the Response to Intervention model. ELA instruction is targeted to student's needs using Walk to Read. In addition our learning center supports students in math and writing. Various grade levels deliver targeted instruction in math through March to Math and in writing in Walk to Write. Teachers work collaboratively together to plan instruction. Marguerite Hahn works in partnership with Sonoma State University facilitating part and full time student teachers as well as student volunteers. Teachers are supported in a variety of staff development opportunities. Student and staff safety is a high priority. The PTA supports the school by updating class emergency bins throughout our school. Marguerite Hahn has a new public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms. The above supports are in place to support Marguerite Hahn's mission of developing competent learners- ensuring that every student at Hahn School reaches a high level of academic achievement as determined by state and national standards. We will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work and achieve while doing their personal best. Our goal is for more of our students to meet proficient levels of achievement on state and local assessments.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	112
Grade 1	88
Grade 2	71
Grade 3	85
Grade 4	84
Grade 5	89
Total Enrollment	529

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	3.6
Filipino	0.9
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	0.2
White	60.5
Two or More Races	7.6
Socioeconomically Disadvantaged	28.7
English Learners	11.3
Students with Disabilities	7.8
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	25		313
Without Full Credential	0	0	1	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 1, 2013

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%
Mathematics	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%
Science	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%
History-Social Science	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%
Foreign Language	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%
Health	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc		
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	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 15 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 newly constructed in 1999. In the summer of 2008, two (2) portable classrooms were added to accommodate the increase in enrollment due to the closure of Gold Ridge Elementary. The YMCA program is also housed in a doublewide portable on campus.

Deferred Maintenance program funds were expended in the summers of 2005 and 2006 to improve various building systems. Hahn is an ongoing participant in the five year Deferred Maintenance Plan and future funds will be used to address issues related to using portable buildings as permanent classrooms. The onsite custodial staff has worked to maintain the appearance of the school and its building systems. This summer new carpet was installed in six portables. District Maintenance and Operations personnel are also assigned regular preservation and service projects at the school. Handicap accessibility needs and improvements are continually reviewed. The three-year asbestos re-inspection was completed in December of 2011. Like all District schools, the fire marshal, health department, and insurance carrier have inspected Marguerite Hahn. The reports are generally 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		FACP has a bad module, this is scheduled to be replaced in the summer of 2018.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	At time of inspection, the playground had been vandalized. Repairs have since been made.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	56	54	43	45	48	48
Mathematics (grades 3-8 and 11)	52	45	29	31	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	266	264	99.25	54.17
Male	141	139	98.58	46.04
Female	125	125	100	63.2
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	53.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	165	99.4	55.15
Two or More Races	22	22	100	40.91
Socioeconomically Disadvantaged	85	85	100	37.65
English Learners	30	29	96.67	41.38
Students with Disabilities	22	22	100	31.82

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	266	265	99.62	45.28
Male	141	140	99.29	47.86
Female	125	125	100	42.4
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100	32.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	165	99.4	51.52
Two or More Races	22	22	100	36.36
Socioeconomically Disadvantaged	85	85	100	28.24
English Learners	30	30	100	20
Students with Disabilities	22	22	100	36.36

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	70	53	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.7	23.1	30.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Marguerite Hahn Elementary School has an active and involved PTA organization. The PTA sponsors monthly family fun nights, provide exciting and educational assemblies, and support an art program for every child. They also support school activities by helping with our school-wide reading program, school drama productions, and parent education events. Many parents are involved in the everyday life of the school, giving thousands of 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.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9	3.2	2.0	5.5	5.2	5.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. The PTA provides supplies for the emergency kits. The complete version of the School Safety Plan is available in the school office.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		12	9			22		5	
1	21		4		20	1	3		22		4	
2	23		4		22	1	3		24		3	
3	29		3		28		3		28		3	
4	29		2		23	1	3		28		3	
5	28		3		24	1	2		30		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.2	N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,630	\$680	\$4,950	\$63,966
District	N/A	N/A	\$5,766	\$59,289
Percent Difference: School Site and District	N/A	N/A	-15.2	7.6
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-13.7	-11.1

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

Types of Services Funded (Fiscal Year 2016-17)

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 and a Learning Center. The library and computer/media labs are staffed to supports students. Students access the lab and library weekly. Additional programs that do not receive funding are an extended day kindergarden program allowing for additional group time. Hahn also has an Art Docent, YMCA Day Care, and District Music/Band Program 3rd-5th grade.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,968	\$46,511
Mid-Range Teacher Salary	\$59,796	\$73,293
Highest Teacher Salary	\$78,137	\$92,082
Average Principal Salary (Elementary)	\$103,121	\$113,263
Average Principal Salary (Middle)	\$104,433	\$120,172
Average Principal Salary (High)	\$113,244	\$131,203
Superintendent Salary	\$183,750	\$213,732
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The district is in the process of transitioning to the Common Core State Standards so these professional development days support this transition. At the secondary level, a similar structure is in place for professional development in English language arts and mathematics and department teams taking leadership for implementing training in other content areas. The district also hosts monthly "think tank" meetings for general and special education teachers for training and coordination of the district's response to instruction and intervention and learning center programs. Professional coaching in implementation of effective reading instruction is provided to every elementary and middle school English language arts teacher on at least a quarterly basis. Data coaching meetings are held for interested 1st through 12th grade teachers following each benchmark assessment. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.