

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT Marguerite Hahn Elementary School

**49-73882-6099246**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

11-17-2021

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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## Table of Contents

Section 1 School Mission Statement and Description .....	3
Section 2 CSI & ATSI: Purpose and Description .....	4
Section 3 Educational Partners Involvement .....	5
Section 4 ELA Goal.....	6
Section 4 Math Goal .....	11
Section 4 College & Career Readiness / Equity Goal.....	15
Section 4 Climate & Culture.....	19
Section 4 Parent Involvement .....	25
Section 5 Staffing.....	29
Section 6 Budget Summary .....	30
Section 7 Funding Allocations.....	31
Section 8 School Site Council Membership .....	32

## Section 1 School Mission Statement and Description

### **School Mission Statement:**

Our mission 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 ongoing purposeful assessments, committing resources and support to ensure this outcome. Each year our goal is for our students to make continuous growth 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.

### **School Description:**

Marguerite Hahn Elementary School, located in northern Rohnert Park has 450 students grades transitional kindergarten through fifth grade. There are a total of eighteen general education teachers and one education specialist. 84% white and 16% other ethnicities. 8% of our students are English Language Learners. Staff strive to connect with students, and build on that connection each day.

We believe that it takes a team to raise and educate children, and that is why we say we are "Team Hahn." We partner with families to help support all of our students succeed.

We have an amazing Parent Teacher Association (PTA) who plan family events, raise funds, and help bring experiences for our students.

Our staff meets regularly in professional learning communities (PLCs) to help increase student achievement and close achievement gaps. At Hahn Elementary, we have four expectations that our students follow: Students are safe, respectful, responsible, and kind.

### **COVID-19 Impact:**

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals presented are in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state and local programs. Progress towards meeting LCAP goals is measured with the metrics in each goal. We use both dashboard and local measures for progress towards goals.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is working with the district to identify inequities. Teachers also look at their class and help identify needs.

### **Section 3 Educational Partners Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the 2020-21 SPSA Annual Review and Update**

School Site Council meetings & faculty meetings, to have discussions around site goals and plans of action. School staff members and SSC provide feedback and input in the plan.

#### **Involvement Process for the 2021-22 SPSA and Update**

School Staff, and the ELAC Committee all have the opportunity to review and provide input for the plan. The school site council has evaluated the SPSA.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers meet regularly to look at student data, staff will have grade level rotations where students will get targeted instruction. We use EasyCBM, Phonics Screeners, State Assessments (SBAC &ELPAC), as well as common formative assessments to determine students reading progress.

EasyCBM data, seems higher/better than teachers think that their students are actually doing. Lexia data could be low because students haven't been using it enough to move up a level. All data points are important to us, but each is just a snapshot in time and it is important to us that we look at common formative assessments in grade level teams and constantly adjust instruction based on the needs of our students.

Due to COVID-19 we were unable to finalize the full evaluation of effectiveness.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Hahn did not have a SPSA during the 20/21 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will keep this goal and add the following: updated classroom materials and resources

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
EasyCBM Reading Assessment Data	Percentage of students by grade level at a low or high risk, identified by Fall Benchmark Data: K 13% 1st: 31% 2nd: 16% 3rd: 13% 4th: 7%	As a staff we need to drill down and determine what individual student needs are based on the priority standards. Teachers will use the benchmark data as a starting point and then will use time in PLC to look at how students are progressing with academic skills.

	5th: 13%	Teachers need time to assess student progress, look at data, and share best practices that are rooted in the data. We need to increase student achievement in ELA, including: Phonics, fluency, vocabulary and reading comprehension
Lexia	<p>64% of students are starting the school year below grade level material</p> <p>3rd Grade Lexia RAPID assessment:  Reading success probability (likelihood that students achieve grade level success by the end of they year)  25%= RSP of 70% or higher  18%= 31%-69%  57%= 30% or lower  Median %ile ranks by skill (out of 100)  Word Recognition=38  Vocabulary Knowledge=53  Syntactic Knowledge -37  Reading Comprehension=30</p>	<p>Continue to use Lexia as a tool to help support student ELA skills.</p> <p>In order to target the wide range of needs, we need to target instruction at the students level and provide small group instruction to our students who are below expectation.</p>
EasyCBM Math	<p>Percentage of students by grade level at a low or high risk, identified by Fall Benchmark Data:</p> <p>K: 17%  1st: 20%  2nd: 18%  3rd: 9%  4th: 25%  5th: 12%</p>	<p>Students need a stronger foundation in fact fluency. This will support them in multi-step problems as the math concepts become more complex each year.</p>

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

**Goal #1** The percentage of students scoring "Met" or "Exceeded" standard will increase 3% or higher each year in Language Arts.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 51.10	Goal 56
English Learners (EL)	Actual 58.49	Goal 64
Students with Disabilities (SWD)	Actual 16.35%	Goal 21
Other Student Groups Economically disadvantaged	Actual 39.19%	Goal 44



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Novels	EasyCBM Benchmark Data	Novels	ESSER	120
	Grade Level Intervention Groups (staffing)	EasyCBM & Phonics Screener Data	SOS Staffing	ESSER	8,775
			Subs	ESSER	6,600
			Extra Duty	ESSER	2,280
	Intervention supplies and materials	EasyCBM and Phonics Screener data	Materials & Supplies	ESSER	3,500
	Lexia & Lexia Rapid assessment 3rd grade	Lexia Data and Rapid Benchmark data	Lexia Rapid Assessment		
Lexia Licenses					
Identify priority standards, break down learning targets, provide instruction, meet in PLCs, adjust what needs to be taught.	Common Formative Assessments PLC protocol data				
English Learners (EL)	All teachers are highly Qualified at Hahn Elementary.	ELPAC and EasyCBM assessment results			
	Grade level PLC meetings and vertical articulation				
	Embedded ELD in every grade level				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
	Support for students with learning difficulties. Use of specialists to determine learning difficulties for students; assessments for determining learning problems. 6th grade transition IEP meetings.				
	Collaboration with general education teachers.	IEP goal progress, Easy CBM			
	Implementation of Intervention Materials including Wilson Reading and SIPPS	IEP goal progress, Easy CBM benchmark Data			
Other Student Groups Socioeconomically disadvantaged	Implementation of intervention rotations.	EasyCBM, Phonics Screener			

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We assessed students using EasyCBM and Common Formative Assessments (CFA) during Professional Learning Communities (PLCs) to target instructional practices.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not have a 20-21 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on increasing student achievement levels school wide as well as within subgroups.

#### **IDENTIFIED NEED (Data Analysis)**

<b>Data Analyzed</b>	<b>Data Conclusion</b>	<b>Assessed Needs</b>
EasyCBM local Benchmark Assessment (Basic Math)	Fall 2021 data for students with "some risk and high risk"  Kindergarten= 17% 1st= 20% 2nd=18% 3rd=9% 4th=25% 5th=12%	Students need to have a stronger foundation in basic math skills to help support harder math concepts.

**Subject: Math**

**LEA/LCAP:**

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

Site: The percentage English Language Learners, foster youth, and low-income students enrolled in AP and honors courses is equal to that of the general population. Students with disabilities access AP and honors courses as their IEPs allow

**Goal #2** All students in significant subgroups, English Language Learners, Foster Youth Services, Low Socio-economic students, and students with disabilities will increase their proficiency by 3% on state wide assessments.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 39.73	Goal 45
English Learners (EL)	Actual 45.12	Goal 50
Students with Disabilities (SWD)	Actual 12.61	Goal 18
Other Student Groups Socioeconomically Disadvantaged	Actual 27.48	Goal 33

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Use assessment to inform instruction and provide summary data, through PLC and data meetings.	Common Formative Assessments, EasyCBM Benchmark data			
	BIG 4 Grades 2-5	Number of students passing assessments			
	Reflex Math	EasyCBM benchmark data, Reflex math progress data	Contract	ESSER	3,794
English Learners (EL)	Flexible grouping of students for targeted instruction: grade level regrouping.	EasyCBM Benchmark Data, CFA			
	Identifying math vocabulary and providing direct instruction for key mathematical vocabulary	Easy CBM Benchmark Data, CFA			
	Visuals to support learning	Easy CBM Benchmark Data, CFA			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Flexible groupings, Extra practice on foundational skills, follow IEPs	IEP goal progress, EasyCBM Benchmark Data, CFA			
Other Student Groups Socioeconomically disadvantaged					

## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Initial year for this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initial year for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Initial year for this goal.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
California School dashboard attendance data	In 2018 5.5% of our students are chronically absent, this is an increase from the 2017 school year. Our Socioeconomically disadvantaged students have a chronic absenteeism rate of 8.9%	we need to support families and students to be at school and have a positive school attendance record.

**Subject: College & Career Readiness / Equity**

**LEA/LCAP:** LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

**Goal #3** Decrease students who are chronically absent.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 5.5% chronically absent	Goal Decrease 4.5%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups Socioeconomically Disadvantaged	Actual 8.9% chronic absenteeism	Goal Decrease to 7.8%
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Encourage Positive student attendance	Attendance Data			
	Share positive attendance gains in newsletter	Attendance data			
English Learners (EL)	Share the positive effects of positive school attendance in ELAC meetings	Attendance Data			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Share the number of absences students have in IEP meetings, during the vocational section of present levels, and reinforce that it is important for students to be at school when they are healthy.	Attendance Data			
Other Student Groups Socioeconomically disadvantaged	Make phone calls to families who start to have absent students and find out if they need resources or if the school can help assist/provide strategies to get their student to school.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Graduation Rate (GR)					

## Section 4 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

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#### Goal 4

**Subject: Climate & Culture**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We have been implementing PBIS, we hold SART meetings, and check-in with students/families who are not attending school or chronically late.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not have a 20-21 SPSA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance is very important as it relates to student achievement and engagement.

## IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
California Dashboard Chronic Absenteeism	5.5% of students are chronically absent	Communicate with families around the importance of students being at school. Encourage students to be at school when they are not sick.
California Dashboard Suspension Rate	1.6% suspended at least once	Continue work around PBIS and support alternative options to suspension when possible.

**Subject: Attendance/PBIS**

**LEA/LCAP:** LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

**Goal #4** Increase student attendance levels to meet green/blue status in student engagement and attendance. Implement PBIS to lower suspension rate to 1% or to meet green/blue status in the area of suspension levels.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 96.2%	Goal 97%	Actual 5.1%	Goal 5%
English Learners (EL)	Actual N/A%	Goal 97%	Actual 6%	Goal 5%
Students with Disabilities (SWD)	Actual N/A%	Goal 97%	Actual 9.4%	Goal 7%
Other Student Groups Socioeconomically Disadvantaged	Actual N/A%	Goal 97%	Actual 10.4%	Goal 8%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 1.6%	Goal 1%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups Socioeconomically Disadvantaged Students/ White	Actual 2.6%	Goal 2%



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>To ensure a safe and respectful school environment all staff will: support the school-wide discipline plan; model respectful communication; use the Tool Box program to develop social skills and safe behavior choices in all classes. At monthly assemblies students are recognized for citizenship and practicing their Life skills. Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns.</p> <p>Review and update the school wide discipline plan and playground guide.</p> <p>Maintain and improve physical environment by encouraging students to take responsibility and pride in our campus. Weekly campus clean up by classes, Staff teaches and models this behavior.</p> <p>Support for Tool Box Program teaching students to have empathy for others; identify and refrain</p>	Monitoring SWIS data, suspension data and attendance data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>from bullying behaviors</p> <p>Weekly spirit wear and special spirit days.</p> <p>Students are recognized for using the life skills, student leadership makes weekly videos</p> <p>Teaching Digital Citizenship to our students so they can safely navigate technology.</p> <p>PBIS lessons</p>				
	Communication with families via Principal Newsletters/phone and text messages	engagement data with S'more			
	Family Events, once allowed	Attendance and feedback data			
	Kindergarten Tours for incoming families	TK & Kindergarten enrollement			
	Back to school night, open house and conferences	Attendance/participation data			
English Learners (EL)	Communicate with ELAC about the importance of positive student attendance				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Review important of positive student attendance during IEP meetings				
Other Student Groups					



## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

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**Goal 5**

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We had several family/parent Q&A last year. We also answer parents questions through social media.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No SPSA for 20-21

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to build a partnership with families.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
SMORE Newsletter Data	When newsletters are long, parents don't read to the bottom. Parents spend less than 10 minutes on each letter regardless how long/how much information is in them	Parents need communication that is easy to access and sent regularly.

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

**Goal #5** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<p>Provide families improved access to school and district information technology and 21st Century Communication tools with improved access to achievement, attendance, and discipline data through Power School.</p> <p>Communication through Power Schools for updated information and events that will be happening at the school and in the district.</p> <p>Continue to work with PTA to bring family nights and activities for students and family.</p> <p>A2A letters for students who are tardy and/or absent, hold meetings with site administrator when letters go out to families</p>	Parent survey in the spring			
	School wide news letters to be sent home weekly to families.	Checking on the data in Smore about how many people read the Newsletter and how			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		long they stay on it.			
English Learners (EL)	Report cards and ESGI reports can be run in Spanish when needed.				
	Newsletters can be translated into several languages and are easy to read via a smart phone, tablet or computer, send screen shots of how to translate it to families, at least two times a year.	Newsletter reads			
Students with Disabilities (SWD)	Hold IEP meetings	Parent involvement during meetings			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

## Section 5 Staffing

**Subject: Staffing**

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
ESSER	25,069	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$25,069.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$25,069

Total of State and local programs that the school is including in the schoolwide program: \$25,069

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: Marguerite Hahn Elementary School**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Kimberly (Mossi) Barney Term: 2021-2022 XParent Community Member	1. Name: Rachel Hankerson <b>Principal</b>
2. Name: Lisa Brazie-Barker Term: 2021-2022, 2022-2023 XParent Community Member	2. Name: Angie Sacco Term: 2021-2022, 2022-2023 <b>Teacher</b>
3. Name: Linda Almador Term: 2021-2022 XParent Community Member	3. Name: Sandy Greer Smith Term: 2021-2022, 2022-2023 <b>Teacher</b>
4. Name: Emma Perdue Schmid Term: 2021-2022, 2022-2023 XParent Community Member	4. Name: Term: <b>Teacher</b>
5. Name: Kaleena Carpino Term: 2021-2022, 2022-2023 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Shannon Hawkins Term: 2021-2022, 2022-2023 <b>Other School Staff</b>