Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Marguerite Hahn Elementary

49-73882-6099246
CDS Code

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
February 26, 2024	March 5, 2024

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:

Contact Person: Rachel Hankerson
Position: Principal
Telephone Number: 707-588-5675
Address: 825 Hudis St
E-mail address: Rachel_Hankerson@crpusd.org

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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. Our school is a professional learning community (PLC) where teachers work together to ensure that all students learn at grade level. 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 grade level standards 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 472 students grades transitional kindergarten through fifth grade. There are a total of nineteen general education teachers and one education specialist.

26% of our students are socioeconomically disadvantaged, 13.4% of our students are English Learners and .9% of our students are foster youth.

Staff strive to connect with students, and build on those connections 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 weekly in professional learning teams (PLTs) to help increase student achievement and close achievement gaps. At Hahn Elementary, we have four expectations that our students follow: Be 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

> Not Title I
>
> X   Additional Targeted Support and Improvement
>
> Increase student achievement

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 2022-23 SPSA Annual Review and Update

Based on previous scores, shared with ELAC and School Site Council, the team will look at improvements for our students and school

Involvement Process for the 2023-24 SPSA and Update

The SPSA has been shared with ELAC, School Site Council and Staff.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Our ELA data has increased since the 21-22 school year, specifically with our students who are far below/not meeting standard. At the end of the 2022-2023 school year, 5 kindergarten students were below grade level, 9 first grade students were below grade level and 18 second graders were below grade level when looking at the phonics screener. DFS- we increased 4 points in ELA.

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 didn't have any significant differences from the expected to the actual budget.

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.

Our STAR reading data- increase students who are at grade level by 10%

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
STAR Reading Assessment	Percentage of students by grade level at or above Benchmark Beginning of the year data (September) K- 29% 1st- 46.4% 2nd- 22.4% 3rd- 49.3% 4th- 63.9% 5th- 51.9% Trimester 1 data (October/November) K- 54.1%	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 PLT to look at how students are progressing with academic skills. 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,

	1st- 54.3% 2nd- 41% 3rd- 52% 4th- 62.8% 5th- 54.9%	vocabulary and reading comprehension Teachers and grade level teams are working to build targeted interventions.
Lexia	28% of our students started the school year in or above grade level material. As of January 2024 51% of our students are working within grade level material or above	Continue to use Lexia as a tool to help support student ELA skills. 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. Target students who need lessons/ are stuck on a section. Post the number of students who passed a level each month in the MU Have a Lexia club after school to provide access
SBAC	ELA 49.7% of students met or exceeded the grade level standard, 22.1% of students did not meet standard Met or Exceeded (scored a 3 or 4): 3rd- 46% meeting or exceeding 4th- 56.8% meeting or exceeding 5th- 41.5% meeting or exceeding Did not meet standard. (scored a 1): 3rd- 21.1% 4th- 17.3% 5th-22.1%	Focus on all students doing better than they previously did. Lower the percentage of students who "did not meet standard" Provide small group instruction to students who are not working at grade level based on PLT data and benchmark scores Hold an assembly to give awards for students who met standard or moved up a level

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.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 46	Goal 50
English Learners (EL)	Actual 53.13	Goal 58
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 30.55	Goal 35

	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)	ELA Intervention Support	ELA Data	$10,000	Other	10,000
		col data			
English Learners (EL)	All teachers are highly Qualified at Hahn Elementary.	ELPAC and STAR Reading assessment results			
	Grade level PLT meetings				
Students with Disabilities (SWD)					
	Support for students with learning difficulties. Use of specialists to determine	Ongoing with student IEP goal progress and with Benchmark assessments			

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

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

In Math on the state assessment with increased 15 points on the DFS. In math our students have shown progress from 2021/2022 to 2022/2023 our students who are receiving 1s are significantly lower. Our 5th grade students have the least amount of students who scored in the profiecent range, but when looking at their cohort of students, they did make progress.

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

There were no differences in budget to actual.

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.

There were no changes.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
STAR Math benchmark	Percentage of students who are at grade level or above Beginning of the year (September): Kinder- 34.9% 1st- 59.1% 2nd- 30.1% 3rd-44.30% 4th- 48% 5th- 76.9% First Trimester (October): Kinder-42.1% 1st- 65.2%	Students need to have a stronger foundation in basic math skills to help support harder math concepts. School will look at addressing math needs in PLC/PLT meetings

	2nd-53.8% 3rd- 60.3% 4th-66.7% 5th- 79%	
REFLEX Math	Our fact fluency has gone up by 17.4k facts	Our students struggle with basic facts and then have a harder time accessing more complex math problems.
SBAC Math	52% of students met or exceeded benchmark on the state assessment	Build foundational math Increase reading scores so that students are better able to access word problems. Map our essential standards during staff meetings and align major math concepts virtically.

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 RFEP 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.

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 52.7	Goal 55
English Learners (EL)	Actual 56.99	Goal 60
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups socio economically disadvantaged	Actual 39.44	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)	Use assessment to inform instruction and provide summary data, through PLC and data meetings.	Common Formative Assessments, STAR Benchmark data			
	BIG 4 Grades 2-5	Number of students passing assessments			
	Reflex Math	STAR benchmark data, Reflex math progress data	1400	Block Grant	1400
English Learners (EL)	Flexible grouping of students for targeted instruction: grade level	STAR 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
	regrouping.				
	Identifying math vocabulary and providing direct instruction for key mathematical vocabulary	STAR Benchmark Data, CFA			
	Visuals to support learning	STAR Benchmark Data, CFA			
Students with Disabilities (SWD)	Flexible groupings, Extra practice on foundational skills, follow IEPs	IEP goal progress, STAR Benchmark Data, CFA			
	Whole Number Foundations	IEP Goal Progress			
Other Student Groups					

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Our English Learner students are making progress on the ELPAC and only 19% of our English Learners scored a 1 on the ELA CAASPP assessment.

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 didn't have any money tied to 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.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
California School dashboard attendance data	15.2% of students were chronically absent, this was a decrease of 31%	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 chronic Absenteeism to 10%

	2022-23 Final Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 15	Goal 10
English Learners (EL)	Actual 15	Goal 10
Students with Disabilities (SWD)	Actual 13	Goal 10
Other Student Groups socio economically disadvantaged	Actual 19.5	Goal 15
Graduation Rate (GR)	Actual NA	Goal NA

	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			
	Attendance meeting	A2A			
English Learners (EL)	Share the positive effects of positive school attendance in ELAC meetings	Attendance Data			
	Provide I Read you Read books in English and Spanish to families	Students/families can swap books when they're ready.			
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)					

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Our students with disabilities

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 had a huge decrease in our students who were chronically absent. We went from 47% to 15%.

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	15.2% 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	1.7% of students suspended at least one day	Implement PBIS to teach expected behaviors

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.

	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	
	2022-23 Final Data	**2023-24 Data Goal**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal**
Schoolwide (SW)	Actual 15.2%	Goal 10%	Actual %	Goal %
English Learners (EL)	Actual 15%	Goal 10%	Actual %	Goal %
Students with Disabilities (SWD)	Actual 13.2%	Goal 10%	Actual %	Goal %
Other Student Groups Socioeconomically Disadvantaged	Actual 19.5%	Goal 10%	Actual %	Goal %

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal**
Schoolwide (SW)	Actual 1.7%	Goal 1%
English Learners (EL)	Actual 5%	Goal 3%
Students with Disabilities (SWD)	Actual 5.7%	Goal 3%
Other Student Groups Socioeconomically Disadvantaged Students/ White	Actual 3.9%	Goal 1%

	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)	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.

Review and update the school wide discipline plan and playground guide.

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.

Support for Tool Box Program teaching students to have empathy for others; identify and refrain | 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
	from bullying behaviors				
	Weekly spirit wear and special spirit days.				
	Students are recognized for using the life skills, student leadership makes weekly videos				
	Daily Gratitude Gram winner drawings				
	Teaching Digital Citizenship to our students so they can safely navigate technology.				
	PBIS lessons				
	Every Day Speech Lessons				
	Student Leaderships Panther News				
	Communication with families via Principal Newsletters/phone and text messages	engagement data Parent Square			
	Family Events	Attendance and feedback data			
	Kindergarten Tours for incoming families	TK & Kindergarten enrollment			
	Back to school night, open house and conferences	Attendance/participation data			
English Learners (EL)	Communicate with ELAC about the importance of positive student attendance				
Students with Disabilities	Review important of positive student attendance during IEP				

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

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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.

Between 90-95% of our families read our Principal Newsletter that goes out on Fridays.

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

There were not differences.

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
Parent Square Newsletter Data	most parents are reading information, however some families have unsubcribed	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)	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. Communication through Power Schools for updated information and events that will be happening at the school and in the district. Continue to work with PTA to bring family nights and activities for students and family. A2A letters for students who are tardy and/or absent, hold meetings with site administrator when letters go out to families				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	School wide news letters to be sent home weekly to families.	Checking on the data in Parent Square about how many people read the Newsletter and how long they stay on it.			
	Youth Truth Survey	To get parent feedback			
	Community Liason	Community connections, Parent square being in language of choice			
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			
	Have ELAC meetings at drop off and allow families to bring siblings, have an activity or use of the playground available				
Students with Disabilities (SWD)	Hold IEP meetings	Parent involvement during meetings			
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)**
Title I	0	0.00
Title I: Parent Involvement		
Title I: FTE		
Block Grant	11,675.00	10,275.00

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).

<u>Budget Summary</u>

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	$11,400.00

<u>Other Federal, State, and Local Funds</u>

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

Subtotal of additional federal funds included for this school: $0

Total of State and local programs that the school is including in the schoolwide program: $11,675.00

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Marguerite Hahn Elementary

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

Parents/Community Members	**Staff**
1. Name: Gary Pepper Term: 2022-2023, 2023-2024 XParent Community Member	1. Name: Rachel Hankerson **Principal**
2. Name: Carlos Pena Term: 2023-2024 XParent Community Member	2. Name: Austin Brooks Term: 2022-2023, 2023-2024 **Teacher**
3. Name: Nikki Diaz Term: 2023-2024 XParent Community Member	3. Name: Megan Cockrum Term: 2022-2023, 2023-2024 **Teacher**
4. Name: Alyssa Boyd Term: 2022-2023, 2023-2024 **Student**	4. Name: Shannon Hawkins Term: 2022-2023, 2023-2024 **Teacher**
5. Name: Term: **Student**	5. Name: Term: **Teacher**
6. Name: Term: **Student**	6. Name: Term: **Other School Staff**

Section 8 School Site Council Membership

<table>
<tr><td align="center">2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Marguerite Hahn Elementary</td></tr>
</table>

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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Gary Pepper Term: 2022-2023, 2023-2024 XParent Community Member	1. Name: Rachel Hankerson **Principal**
2. Name: Carlos Pena Term: 2023-2024 XParent Community Member	2. Name: Austin Brooks Term: 2022-2023, 2023-2024 **Teacher**
3. Name: Nikki Diaz Term: 2023-2024 XParent Community Member	3. Name: Megan Cockrum Term: 2022-2023, 2023-2024 **Teacher**
4. Name: Alyssa Boyd Term: 2022-2023, 2023-2024 XParent Community Member	4. Name: Shannon Hawkins Term: 2022-2023, 2023-2024 **Teacher**
5. Name: Term: Parent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Term: **Other School Staff**