Marguerite Hahn Elementary
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Marguerite Hahn Elementary
Street	825 Hudis St
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-588-5675
Principal	Mele Blackstone
Email Address	mele_blackstone@crpusd.org
School Website	https://mhs.crpusd.org/
Grade Span	K-5
County-District-School (CDS) Code	49-73882-6099246

2024-25 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2024-25 School Description and Mission Statement

At Marguerite Hahn Elementary, we partner with families to give all students a strong foundation. Our school vision 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. At Marguerite Hahn Elementary School, we have four expectations: Be Safe, Respectful, Responsible, and Kind.

At Marguerite Hahn Elementary, our school is a professional learning community (PLC) and our focus is learning. Teachers

2024-25 School Description and Mission Statement

meet regularly in professional learning teams (PLTs) to look at student data and academic progress. During these meetings, we adjust instruction and plan for future lessons, ensuring that all students are making academic progress. We also believe that a focus on learning includes students learning from their mistakes and how to deal with conflict. We are committed to talking with students and helping them learn from experiences and interactions so that they can grow both socially and emotionally.

Our PTA helps support our positive school community through family after school events, sponsoring on campus activities, and supporting field trips, but giving each student money towards trips. We encourage all of our families to be involved in both their child's learning and our school community. We believe that when we come together as a team, we are able to provide the best learning for students. Together, we make up Team Hahn.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	71
Grade 2	78
Grade 3	73
Grade 4	77
Grade 5	83
Total Enrollment	467

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Asian	6
Black or African American	1.3
Filipino	1.1
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.3
White	55
English Learners	10.7
Foster Youth	0.4
Homeless	0.9
Socioeconomically Disadvantaged	32.5
Students with Disabilities	9.6

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	100.00	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.30	4.31	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	19.30	6.76	18854.30	6.86
Total Teaching Positions	19.00	100.00	285.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	100.00	247.60	83.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.00	3.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.60	5.60	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	19.50	6.58	15831.90	5.67
Total Teaching Positions	18.50	100.00	297.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	94.74	240.60	80.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.10	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.26	21.80	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	13.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	17.10	5.71	14303.80	5.15
Total Teaching Positions	19.00	100.00	300.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Educational Services Department.

Year and month in which the data were collected	December 2024

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. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnelll ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: Benchmark Advanced	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: McGraw Hill	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. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language.		0%

	Contact Educational Services Department (707) 792-4708.		
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc		0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Admin Building and several classrooms: Carpets in poor shape, Interior finishes are old and outdated.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Admin Building and some classrooms: Gutters leaking, Siding in need of repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	49	41	41	46	47
Mathematics (grades 3-8 and 11)	53	49	26	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	230	99.14	0.86	48.70
Female	118	117	99.15	0.85	52.14
Male	114	113	99.12	0.88	45.13
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83	3.17	37.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	57.14
White	130	130	100.00	0.00	50.77
English Learners	29	28	96.55	3.45	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	83	97.65	2.35	36.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	21.74

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	230	99.14	0.86	49.13
Female	118	117	99.15	0.85	47.01
Male	114	113	99.12	0.88	51.33
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83	3.17	29.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	52.38
White	130	130	100.00	0.00	56.15
English Learners	29	28	96.55	3.45	17.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	83	97.65	2.35	34.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	17.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.38	43.21	26.54	26.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	81	98.78	1.22	43.21
Female	39	39	100.00	0.00	46.15
Male	43	42	97.67	2.33	40.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.77	98.77	100	97.53	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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.

At Marguerite Hahn Elementary School, we believe that a strong partnership between school and home is essential. Teachers hold parent-teacher conferences each year, teachers are also happy to meet with parents at other times that can be scheduled via email, Parent Square, or requested when you see them. Principal Hankerson has an open door policy and encourages families to reach out or stop by the office. Every Friday there is a Principal Newsletter that goes out via Parent Square in the afternoon. Parents can also get updated information via the school social media pages and website. Students create a Panther News video students watch every Monday. We love having parents volunteer on our campus, we encourage families to help in the classroom or office. We encourage parents to fill out the YouthTruth survey to give us feedback.

Hahn also has an active and involved Parent Teacher Association (PTA) organization. The PTA meets several times throughout the school year, parents are notified of meetings via the Principal Newsletter. The PTA sponsors spirit days, family community events, field trips, and prizes for student achievement and growth. Parents can follow the Hahn PTA facebook and Instagram pages, look for flyers in homework folders & Parent Square, signup to help using the signup genius website which goes out in the Principal Newsletter before events.

We truly believe in partnering with parents in supporting their child, we enjoy working with you throughout the school year.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	477	51	10.7
Female	244	242	29	12.0
Male	237	235	22	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	139	12	8.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	6	17.1
White	263	262	32	12.2
English Learners	58	56	7	12.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	175	173	25	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	65	9	13.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.64	1.66	0.21	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0.00
Female	0.00	0.00
Male	0.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	0.00

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

2024-25 School Safety Plan

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 the site council.

2024-25 School Safety Plan

Each month, various types of emergency drills are practiced during the school day including:Disaster procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff to and from School, and Safe and Orderly Environment conducive to Learning.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.

Staff reviews the safety plan each fall and makes changes to any roles. Staff went through all safety supplies bins. Staff participated in an incident command training and an intruder training, put on by a safety consultant. During emergencies (and drills) staff use lanyards with student emergency contact information in them to take attendance. Depending on the emergency and location of the event, staff will observe the situation and act accordingly, taking students to the safest location. Staff communicates with the office via walkie-talkies about students being accounted for or if they are missing.

The PTA has provided first aid and emergency materials. The complete version of the School Safety Plan is available online and in the school office.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		
1	18	1	3	
2	19	1	3	
3	19	1	3	
4	20	1	2	
5	21	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	23		3	
2	24		3	
3	26		3	
4	21	1	3	
5	22		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	24		3	
2	26		3	
3	24		3	
4	26		3	
5	28		3	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8339	1002	7337	84604
District	N/A	N/A	7683	$74,708
Percent Difference - School Site and District	N/A	N/A	-4.6	12.4
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-37.9	-11.3

Fiscal Year 2023-24 Types of Services Funded

Marguerite Hahn Elementary receives special funds for supplementary educational programs.

One full time Education Specialist plus and a .6 (part time) Educational Specialist, in addition to paraprofessionals to support students with IEPs.

Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials, and school events.

For ELD services, in addition to designated ELD support from credentialed teachers, the district provides a part-time ELD assistant.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,653	$58,855
Mid-Range Teacher Salary	$74,657	$92,519
Highest Teacher Salary	$97,556	$114,665
Average Principal Salary (Elementary)	$123,726	$142,791
Average Principal Salary (Middle)	$141,271	$151,078
Average Principal Salary (High)	$145,119	$167,094
Superintendent Salary	$241,638	$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. Before school started, staff participated in a professional development day, where staff was able to choose three areas of interest. In addition, Hahn has two afternoons per month for professional development, during this time staff receives training in areas of need including: writing, data, curriculum & standards, and student social/emotional support. During PLT meetings, teachers identify a priority standard, share successful teaching strategies based on data, and plan instruction and next steps.

Our students in second through fifth grade work use Reflex Math, as well as Accelerated Reader. All of our students work on Lexia. We look closely at student progress and plan instruction based on students' successes and challenges.

Student progress is shared individually, by giving students certificates of improvement and achievement on the STAR assessment and SBAC assessment. School wide STAR assessment data progress is shared with students and families.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3