

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Marguerite Hahn Elementary

49-73882-6099246
CDS Code

Schoolsite Council (SSC) Approval Date

October 22, 2024

Local Board Approval Date

February 11, 2025

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: Mele Blackstone
Position: Principal
Telephone Number: 707-588-5675
Address: 825 Hudis St
E-mail address: Mele_Blackstone@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. (Lystra will get us 24-25 numbers)

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

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 2023-24 SPSA Annual Review and Update

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

Involvement Process for the 2024-25 SPSA and Update

Communication with school staff, parents/families, ELAC and School Site Council

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
<p>STAR Reading Assessment</p> <p>ELA</p> <p>3rd Level 1= 24.7%</p> <p>4th Level 1=35.2%</p> <p>5th Level 1=22.5%</p> <p>3rd Level 2= 28.6%</p> <p>4th Level 2=12.7%</p> <p>5th Level 2= 17.5%</p> <p>3rd Level 3= 24.7%</p> <p>4th Level 3=19.7%</p> <p>5th Level 3= 32.5%</p> <p>3rd Level 4= 22.1%</p> <p>4th Level 4=32.4%</p> <p>5th Level 4= 27.5%</p> <p>Math</p> <p>K Level 1=15.8%</p> <p>1st Level 1=23.2%</p> <p>2nd Level 1=21.9%</p> <p>3rd Level 1= 15.4%</p> <p>4th Level 1=14.1%</p> <p>5th Level 1=6.2%</p> <p>K Level 2=23.7%</p> <p>1st Level 2=8.7%</p> <p>2nd Level 2=17.8%</p> <p>3rd Level 2=16.7%</p> <p>4th Level 2= 18.3%</p> <p>5th Level 2=9.9%</p> <p>K Level 3=26.3%</p> <p>1st Level 3=17.4%</p> <p>2nd Level 3=19.2%</p> <p>3rd Level 3=19.2%</p> <p>4th Level 3= 18.3%</p>	<p>About one fourth of our students are in each level. The data is filtered by the state standards not the district percentile ranking. As students are taught the standards they will increase to the next level.</p> <p>About one fourth of our students are in each level. The data is filtered by the state standards not the district percentile ranking. As students are taught the standards they will increase to the next level.</p>	<p>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, vocabulary and reading comprehension. In addition to giving the STAR three more times this year, they will also work in grade level teams to give and meet about common formative assessments.</p> <p>Teachers and grade level teams are working to build targeted interventions.</p>

<p>5th Level 3=14.8%</p> <p>K Level 4=34.2%</p> <p>1st Level 4=50.7%</p> <p>2nd Level 4=41.1%</p> <p>3rd Level 4=48.7%</p> <p>4th Level 4= 49.3%</p> <p>5th Level 4=69.1%</p>		
<p>Lexia</p>	<p>23% of our students started the school year in or above grade level material.</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> <p>Target students who need lessons/ are stuck on a section.</p> <p>Post the number of students who passed a level each month in the MU</p> <p>Have a Lexia club after school to provide access</p>
<p>SBAC</p> <p>48.5 % of students met or exceeded in math</p> <p>49.9% met or exceeded in ELA</p>	<p>These scores are comparable to what they were last year. Students are still showing that they are impacted by distance learning which occurred during distance learning.</p>	<p>Focus on all students doing better than they previously did.</p> <p>Lower the percentage of students who "did not meet standard"</p> <p>Provide small group instruction to students who are not working at grade level based on PLT data and benchmark scores</p> <p>Hold an assembly to give awards for students who met standard or moved up a level</p>

Subject: Student Achievement

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

Goal #1 The percentage of students scoring "Met" or "Exceeded" standard will increase 3% or higher each year in Language Arts and Mathematics on the state CAASPP assessment

Subject Area: ELA

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 48%	Goal 51%
English Learners (EL)	Actual 21%	Goal 25%
Students with Disabilities (SWD)	Actual 21%	Goal 25%
Other Student Groups Socioeconomically Disadvantaged	Actual 42%	Goal 45%

Subject Area: Math

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 49%	Goal 51%
English Learners (EL)	Actual 17%	Goal 20%
Students with Disabilities (SWD)	Actual 10%	Goal 15%
Other Student Groups Socioeconomically Disadvantaged	Actual 21%	Goal 25%

	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)	Walk to read for Kinder, 1st and 2nd	Phonics screener data			
		Grade level PLT meetings			
English Learners (EL)	All teachers are highly Qualified at Hahn Elementary.	ELPAC and STAR Reading assessment results			
	Grade level PLT meetings				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Accommodations for students on state testing	Use state guidelines			
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.	Ongoing with student IEP goal progress and with Benchmark assessments			
	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 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2024 Youth Truth Data	<p>Does your teacher ask you about your life outside of school? 12% said yes</p> <p>Does your teacher care about you? 87% said yes</p> <p>Can you be yourself with other students 39% said yes</p> <p>Are students friendly? 44% yes</p>	<p>We will identify which students don't have a trusted adult on campus.</p> <p>We will identify strategies to connect with those students.</p> <p>We will create surveys for 3rd-5th staff.</p>
<p>School Survey 10/2024</p> <p>96% of students have a trusted friend</p> <p>89% of students have a trusted staff member</p>	<p>Overall our students feel connected</p> <p>New students and students who have had discipline issues were identified as needing connection</p>	<p>How can we connect with them- buddies & buddy bench; getting to know students-asking questions, lunch with teacher</p> <p>Giving survey again</p>

Subject: Social Emotional

LEA/LCAP: LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

Goal #2 Does your Teacher care about you, as reported by Youth Truth Survey data will increase to 90%
yes

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 87%	Goal 90%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	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)	Survey 3rd-5th				
	Create a plan for students who report that they don't have a trusted friend and/or staff member				
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
<p>Youth Truth Survey data- 80% of families shared that they feel engaged with school</p> <p>Youth Truth Survey data- 59% of families shared that they feel empowered to play a meaningful role in decision-making at my school</p> <p>Youth Truth Survey- 93% of families shared that they feel comfortable approaching the administration about their concerns</p>	<p>Overall families rated our school positively.</p> <p>Two areas of improvement are families engaging with our school.</p> <p>And</p> <p>Families being involved in decisions</p>	<p>Families will be encouraged to attend PTA, School Site Council and ELAC meetings.</p> <p>Ask families how we can get the m more involved</p>

Subject: Educational Partner Involvement

LEA/LCAP: LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 On the youth Truth Survey data, 65% of families will share that they feel empowered to play a meaningful role in decision making at their school

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 59%	Goal 65%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	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)	Work with community Liaison to increase family involvement	Participation in ELAC, SSC, PTA, and other events			
English Learners (EL)	Send home ELAC dates for the year, include in the calendar and a paper notes as a reminder				
Students with Disabilities (SWD)					
Other Student Groups					
Graduation Rate (GR)					

Section 4 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
64.4% of students making progress on the ELPAC	This is a 6.1% increase	Hahn elementary will continue to support English Learners through acquiring the English Language
Summative ELPAC Scores 22-23 Summative ELPAC Scores 23-24	11% Level 4 well developed 19% level 4- well developed	Continue to provide designated English Language Learner support

Subject: Multilingual Learner

LEA/LCAP: LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 Increase English Learner Progress on the ELPAC assessment by 3%

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual NA	Goal
English Learners (EL)	Actual 19%	Goal 22%
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	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)					
English Learners (EL)	Provide Vocabulary support, Provide ELD	ELPAC assessment progress, STAR assessment 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
	Practice the ELPAC assessment				
	Listening section (on computer in a quiet space that they wont be interrupted)				
Students with Disabilities (SWD)					
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: Parent Involvement		
Title I: FTE		
Block Grant		

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	\$

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: \$0

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

Section 8 School Site Council Membership

2024 - 2025
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Danielle Nelson Term: 2024-2025 XParent Community Member	1. Name: Mele Blackstone Principal
2. Name: Carlos Pena Term: 2023-2024, 2024-2025 XParent Community Member	2. Name: Lauren Everett Term: 2024-2025 Teacher
3. Name: Nikki Diaz Term: 2023-2024, 2024-2025 XParent Community Member	3. Name: Sadie Marigo Term: 2024-2025 Teacher
4. Name: Term: 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

2024 - 2025
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Marguerite Hahn Elementary

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: Danielle Nelson Term: 2024-2025 XParent Community Member	1. Name: Mele Blackstone Principal
2. Name: Carlos Pena Term: 2023-2024, 2024-2025 XParent Community Member	2. Name: Lauren Everett Term: 2024-2025 Teacher
3. Name: Nikki Diaz Term: 2023-2024, 2024-2025 XParent Community Member	3. Name: Sadie Marigo Term: 2024-2025 Teacher
4. Name: Term: 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