

Evelyn Hanshaw Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Evelyn Hanshaw Middle School
Street	1725 Las Vegas Street
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 574-1794
Principal	Debbie Butler
Email Address	Butler.D@monet.k12.ca.us
School Website	hanshaw.mcs4kids.com
County-District-School (CDS) Code	50711676110068

2021-22 District Contact Information

District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
District Website Address	www.mcs4kids.com

2021-22 School Overview

Hanshaw Middle School is located in the southwest section of Modesto, California. Hanshaw is one of four comprehensive junior high schools in the Modesto City School system. Our enrollment consists of 750 7th and 8th grade students. Hanshaw's student population consists of the following feeder schools: Bret Harte, Fairview, Robertson Road, Shackelford, and Tuolumne.

Our instructional program is a blend of academic and enrichment classes that help students prepare for high school and higher learning. Students are scheduled into academic classes: Language Arts, Mathematics, Science, History Social Science, and Physical Education. An extra period of Language Arts and/or Mathematics Support is offered to students in need of additional support and who have scored basic or below on the California State Test. In addition, students who are English Learners will be scheduled into an Academic Language Development (ALD) class. Our ALD classes strategically focus on teaching students academic language, vocabulary, intensive writing strategies, and building prior and background knowledge. Hanshaw also has the Dual Language Academy (DLA) for 7th and 8th graders to help them be proficient in both English and Spanish. These students have been enrolled in the DLA beginning in elementary school and will continue learning in both English and Spanish in their social studies class as well as in an Advanced Placement Spanish Language & Culture course that spans 2 years.

Three Special Education programs offered at Hanshaw are Resource, Learning Handicapped and Severely Handicapped classes. Our Resource course is designed to assist students with assignments and instruction from general education classes, using their goals from their Individualized Education Plans (IEP). The Learning Handicapped course is designed primarily for students who are capable of meeting the district's approved academic program for graduation but require modifications of the curriculum. Lastly, the objective of our Severely Handicapped course provides students with functional academic skills using adaptive state standards as well as working on life skills.

For enrichment, students can ballot for one of the following elective classes: Introduction to AVID, Spanish, Life Skills, Leadership, Guitar, Band and Exploring Technology (STEM/STEAM). Students gain additional support through our After-School Education and Safety (ASES) Program, and TRIO. This allows our students multiple opportunities to explore various career paths and/or extracurricular activities.

Mission Statement

We believe ALL students can learn in a safe environment, designed to ensure future success in a highly connected world. We

2021-22 School Overview

expect all members of the Hanshaw School community to treat each other with dignity and respect. Students will attend school, be prepared, and ready to learn. ALL community members will collaborate as a team to create and sustain this academic learning environment at Hanshaw. We will celebrate the academic and social growth of our Hanshaw community.

State Priority: Parental Involvement

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	445
Grade 8	424
Total Enrollment	869

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	2
Black or African American	0.9
Filipino	0.1
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.6
White	3.3
English Learners	44.8
Foster Youth	0.6
Homeless	1
Socioeconomically Disadvantaged	96
Students with Disabilities	14

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected

October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, 2018 Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation, 2021 Designated ELD Course: StudySync, 2018	Yes	0
Mathematics	Math 7/Math 7 Honors: enVision Mathematics, Savvas Learning, 2021 Math 8/Math 8 Honors: enVision Mathematics, Savvas Learning, 2021 Pre Secondary Math I Honors: Accelerated Grade 7 Math, Savvas Learning, 2021 Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	Advanced Spanish 7th: Tamas: AP Spanish Language and Culture, Vista Higher Learning, 2020. AP Spanish Language and Culture Exam Preparation, Vista Learning, 2021. AP Spanish Language & Culture, 8th: Tamas: AP Spanish Language and Culture, Vista Higher Learning, 2020. AP Spanish Language and Culture Exam Preparation, Vista Learning, 2021.	Yes	0

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, a gymnasium, library, multipurpose room, locker-rooms, and an administration office. The main campus was built in 1991 and opened in 1991.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal Debbie Butler at (209) 574-1794.

Year and month of the most recent FIT report

8/30/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys' Locker Room Restroom: #3:Sewer--2nd of 2 toilets leaks at the vacuum breaker and spud.
Interior: Interior Surfaces	X			Cafeteria Girls' Restroom: #4 Interior Surfaces: 6 border tiles near the entry door are missing.

School Facility Conditions and Planned Improvements

				Overtime Girls' Restroom: #4 Interior Surfaces: 1 light cover is missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CR#M102: #10 Fire Safety: Items are blocking the electrical panel and fire extinguisher.
Structural: Structural Damage, Roofs	X			
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	874	543	62.13	37.87	23.21
Female	432	276	63.89	36.11	24.15
Male	442	267	60.41	39.59	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	17	7	41.18	58.82	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	758	472	62.27	37.73	22.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	46	74.19	25.81	23.81
White	27	14	51.85	48.15	41.67
English Learners	380	224	58.95	41.05	2.36
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	604	357	59.11	40.89	21.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	69	53.91	46.09	1.52

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	873	627	71.82	28.18	10.21
Female	432	317	73.38	26.62	8.60
Male	441	310	70.29	29.71	11.88
American Indian or Alaska Native	0	0	0	0	0
Asian	17	9	52.94	47.06	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	757	551	72.79	27.21	10.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	44	70.97	29.03	4.65
White	27	18	66.67	33.33	17.65
English Learners	380	251	66.05	33.95	1.22
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	603	423	70.15	29.85	10.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	82	64.06	35.94	1.25

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	367	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	158	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	284	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Quality Parent Programs: Hanshaw Middle School provides and works collaboratively with other community agencies to provide a variety of parent programs to help parents and increase parental involvement through the Healthy Start Program which is a school, agency and community partnership designed to improve and expand student support referrals and advocacy to assist students and their families. Parent Involvement: ELAC, School Site Council, Parent Classes: (a) C.U.P.P. (Community United Parent Project) parent meetings, (b) Parent Support Program, (c) parent resources, (d) Soroptimist Christmas Program/Food Drive, CACE Conferences, Site Committee Trainings, Trainings offered by State and Federal, Site Representatives on District Committees, Safety Committee, School Student Orientations, Back to School Night and Open House Community Involvement, Manos Unidas (South Modesto Community Parent Group), Parents Make A Difference Parent Conference and Annual Binational Health Fair. For further information on how to get involved in school activities please contact:

Jamie Fuentes at (209) 574-1638.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	905	898	83	9.2
Female	447	443	38	8.6
Male	458	455	45	9.9
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	2	11.8
Black or African American	9	8	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	781	777	70	9.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	7	41.2
White	32	30	3	10.0
English Learners	406	404	34	8.4
Foster Youth	6	6	2	33.3
Homeless	10	10	2	20.0
Socioeconomically Disadvantaged	849	844	78	9.2
Students Receiving Migrant Education Services	25	25	1	4.0
Students with Disabilities	135	133	18	13.5

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.97	0.22	2.76	0.06	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.51	2.23	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0.00
Female	0.45	0.00
Male	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	0.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.24	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.48	0.00

2021-22 School Safety Plan

Hanshaw continues its PBIS components to decrease negative behaviors on campus. We also have three campus supervisors and a yard duty supervisor to help supervise the campus and school crisis (emergency) procedures (including predetermined evacuation routes and location and lock down procedures). Teachers are provided with a Safety and Emergency Reference guide that indicates the Campus Emergency Action Plan. The Safety Plan is reviewed and approved by the Safety committee each year. The Safety plan was last reviewed and approved on December 14, 2020. We also share the most common emergency procedures that we will encounter in a given year: Lockdown, Evacuation, Secure Campus, and the Drop, Duck, Cover and Hold On. At the end of the day, staff monitor the front gate along with a campus supervisor and 1 or more safety officers to ensure students are being picked up safely and that traffic flows in a safe general direction.

When the Safety Committee meets the parents are notified via a phone dialer. Our Site Specific Dress code is also included in that folder. We review the dress code with all the social studies classes when the conduct code is reviewed.

School area pedestrian safety plan: Students are encouraged to use the buddy system; use designated crossing areas to cross the street; avoid the canals; not walk down the middle of the street; and, not accept rides from strangers.

Safety hotline implementation plan: the number is disseminated and distributed to the staff, students and kids are made aware from posters posted around school. Supervision staff checks the messages weekly.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	15	28	4
Mathematics	26	8	27	2
Science	28	6	19	7
Social Science	27	6	20	6

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	14	20	9
Mathematics	28	8	12	12
Science	30	3	12	14
Social Science	27	7	11	14

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	20	14
Mathematics	24	11	19	7
Science	24	9	11	8
Social Science	24	10	16	8

2020-21 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	579.3

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	13309.51	4445.42	8864.09	103153.17
District	N/A	N/A	9,952.01	93,212.00
Percent Difference - School Site and District	N/A	N/A	-11.6	10.1
State			\$8,444	78,461.00
Percent Difference - School Site and State	N/A	N/A	4.9	27.2

2020-21 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2020-2021> . While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	61,523.00	50,897.00
Mid-Range Teacher Salary	87,787.00	78,461.00
Highest Teacher Salary	114,050.00	104,322.00
Average Principal Salary (Elementary)	127,578.00	131,863.00
Average Principal Salary (Middle)	135,546.00	137,086.00
Average Principal Salary (High)	150,766.00	151,143.00
Superintendent Salary	262,500.00	297,037.00
Percent of Budget for Teacher Salaries	33.59	32.50
Percent of Budget for Administrative Salaries	5.68	5.00

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, an Induction (formerly BTSA), Peer Assistance Review (PAR) program, as well as a new Administrative Induction Program. For the third year, MCS has provided the opportunity for 1% compensation for those who choose to complete an extra twelve hours of professional development outside of their normal work day.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-2020 academic year, a new division (Curriculum and Instruction & Professional Development) was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike. During the last two years, due to the need created by the COVID-19 pandemic, professional development has also focused on delivering remote instruction and supporting students as they are outside of the classroom.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	9	6

Modesto City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Modesto City School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
District Website Address	www.mcs4kids.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9546	7878	82.53	17.47	26.43
Female	4610	3809	82.62	17.38	29.35
Male	4936	4069	82.44	17.56	23.68
American Indian or Alaska Native	27	20	74.07	25.93	42.11
Asian	386	326	84.46	15.54	35.20
Black or African American	223	169	75.78	24.22	16.87
Filipino	34	29	85.29	14.71	75.00
Hispanic or Latino	6657	5462	82.05	17.95	21.70
Native Hawaiian or Pacific Islander	65	58	89.23	10.77	27.59
Two or More Races	738	607	82.25	17.75	29.88
White	1416	1207	85.24	14.76	43.50
English Learners	3255	2676	82.21	17.79	6.22
Foster Youth	42	35	83.33	16.67	22.86
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5065	4022	79.41	20.59	17.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	1381	1057	76.54	23.46	6.61

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	9542	7881	82.59	17.41	15.42
Female	4609	3839	83.29	16.71	13.96
Male	4933	4042	81.94	18.06	16.80
American Indian or Alaska Native	27	20	74.07	25.93	20.00
Asian	386	315	81.61	18.39	24.60
Black or African American	223	168	75.34	24.66	7.19
Filipino	34	30	88.24	11.76	46.67
Hispanic or Latino	6654	5504	82.72	17.28	11.85
Native Hawaiian or Pacific Islander	65	58	89.23	10.77	17.24
Two or More Races	737	589	79.92	20.08	15.83
White	1416	1197	84.53		29.34
English Learners	3254	2674	82.18	17.82	4.08
Foster Youth	42	33	78.57	21.43	6.06
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5061	4046	79.94	20.06	9.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	1381	1051	76.10	23.90	4.81

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

