

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Hanshaw Middle School

50711676110068
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

October 26, 2020

Local Board Approval Date

November 9, 2020

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: Lori Jonas
Position: Principal
Telephone Number: (209) 574-1794
Address: 1725 Las Vegas Street
E-mail address: jonas.l@monet.k12.ca.us

Table of Contents

Section 1 School Mission Statement and Description	3
Section 2 CSI & ATSI: Purpose and Description	5
Section 3 Stakeholder Involvement	6
Section 4 ELA Goal.....	7
Section 4 Math Goal	16
Section 4 Attendance Goal	23
Section 4 PBIS Goal	29
Section 4 Academic Equity, Opportunity, and Awareness/Graduation Goal	38
Section 4 Parent Involvement	43
Section 5 Staffing.....	51
Section 6 Budget Summary	53
Section 7 Funding Allocations.....	54
Section 8 School Site Council Membership	55

Section 1 School Mission Statement and Description

School Mission Statement:

"Our moral purpose at Hanshaw Middle School is to pass on knowledge that will positively shape students' futures and provide them with the tools they need to be successful academically and socially"

School Description:

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 about 900 students. Our school is 98% SED. Our student population primarily consists of the following feeder schools: Bret Harte, Fairview, Robertson Road, Shackelford, and Tuolumne. We also have three Special Day Classes on our campus.

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 is offered to students in need of additional support and who have scored standard nearly met or not met on the CAASPP. 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. We have implemented a Math Support class which focuses on incoming 7th and 8th graders who are performing below grade level. Hanshaw also has Resource support for students with IEPs and three Special Day Classes. Our Resource course is designed to assist students with assignments and instruction from general education classes. Hanshaw also has a Dual Language Academy where students who are enrolled in that program receive ELA and History instruction in the Spanish language. This is an extension of Bret Harte Elementary School that provides this opportunity. For enrichment, students have the opportunity to ballot for one of the following elective classes: AVID, Leadership, Guitar, Band, Study Skills, Guitar and Life Skills. This allows our students multiple opportunities to explore various career paths and/or extracurricular activities.

Modesto City Elementary: K-8

Migrant Education / Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education / Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

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 or Modesto Virtual Academy (MVA). MVA students remain as students of their home campus and are included in the student population addressed in the SPSAs. 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 date for In-Person is unknown as of the development of the SPSAs. For more details on the impact of COVID -19, please see the following district level plans: MCS Operations Written Report, MCS Learning Continuity Plan and the MCS School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement
- Suspension of students "Two or More Races".

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 SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by a properly constituted SSC.

Resource Inequities

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

Upon review of the needs assessment, the greatest need at Hanshaw for students "Two or More Races" to decrease suspension rates is additional staff and peer support and further data disaggregation for staff to better understand the areas of needs. To address this the school will assign each student in this subgroup to a mentor. In addition, the use of PBIS Rewards will incentivize and support improved behavior. Resources have been allocated to meet the needs such as: PBIS Rewards application and incentives to be provided to students.

Section 3 Stakeholder 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 2019-20 SPSA Annual Review and Update

Evelyn Hanshaw Middle School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Evelyn Hanshaw Middle School's 2019-2020 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the September 2020 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2020-21 SPSA and Update

Using input from all stakeholders: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2019-2020 SPSA and then discussed how to move forward for the 2020-2021 SPSA. This process included in providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in September and October 2020.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Last year was the second year with an all digital ELA curriculum. Our teachers and students took time to find balance with the program and how to implement it. Counselors met with students who had 2 or more Ds and Fs throughout each quarter, but that made little impact.

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

All funds that were planned for the ELA goal were used in the manner that was planned with the exception of field trips and supplies due to school closure/COVID 19.

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

It was determined last year that many students come to 7th grade, unprepared to use technology including their one to one device. To respond to this need, a group of teachers and the administration designed a week long course called Bridge to Hanshaw. Students from all 5 feeder schools were recruited to join this program. Unfortunately, this program was canceled due to school closure/COVID 19.

In addition, this year we added more sections of Academic Language Development to support English Learners. Students in ALD classes are provided an entire course devoted to their language acquisition, with the final goal being students reclassify at the end of the year.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Participation in distance learning* we identified that 0-49% of English Learners students are in need of support / intervention in the area of: Support with distance learning*

To address this the school can:

provide technology support with a technician or teacher who speaks Spanish and English, to assist the student in navigating the computer and applications. In addition, the school can support EL students with the use of AVID tutors.

ELA PD

Based on PLC input we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:
provide professional development in the area of English Learners.

Additionally we analyzed specific data to indicate the following need(s):

Teachers struggle to teach very beginning and emerging English Learners. They have difficulty with scaffolding for various levels of ability. Due to stricter time requirements to qualify for the Language Institute, Hanshaw is seeing a large number of students who have little to no progress or understanding in the English Language

Discuss the areas of strength and need based on data analysis:

Scores in the area of English Language Arts declined. More than 65% of students come to Hanshaw in 7th grade, two to three grade levels below in reading. This impacts their performance in all classes, across all contents. Our PLC ELA team moved in a positive direction with planning common formative assessments and that has had a positive impact to have better data to support student learning and plan. Some students scored a zero, indicating their inability to access grade level standards.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual -70	Goal -55
English Learners (EL)	Actual -135	Goal -120
Students with Disabilities (SWD)	Actual -146	Goal -131
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
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					
Schoolwide (SW)	1. Every grading period counselors will meet with all students receiving 2 or more D's and/or 1 or more F's in their core classes. These meetings will include a parent/guardian and administrator, when available. Counselors will provide every student with an application to ASES/TRIO which can support students with homework completion and tutoring.	PowerSchool Log Entries, monitored monthly	Tutoring will be available before and after school as needed.		
			Instructional materials will be purchased to cover student need in classrooms and reprographics.	Title 1 Supplies and Services	5656
	2. The Professional Learning Community groups will meet, by content area. Each PLC will cycle around planning, providing instruction and then analyzing the data to see what next steps are to extend or re-teach as needed. 3. Professional Development in all core content areas for effective instructional practices using a district coach and release days, if needed. 4. Provide participation	PLC attendance sign in, monitored monthly Professional Development catalog/transcripts	Substitutes to cover teachers who attend PD.	Title 1 Professional Development	1500
			Teacher attendance of Professional Development conferences, consultant contracts	Title 1 Professional Development	1000
			Additional collaboration time will be provided for teachers to discuss data and next steps for their students.	Title 1 Professional Development	2000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	in conferences that support school/district goals on student achievement. Provide spaces to teachers to attend AVID Summer Institute to supplement based on base allocation from district.				
	5. Provide additional time for teacher collaboration to analyze student achievement data, develop research based instructional practices, and lesson design to improve student achievement.				
	6. Provide opportunities for teachers to vertically plan with available feeder schools, to discuss with 6th grade teachers what our students' ELA academics needs and skills are when they reach Junior High.				
	7. Provide typing program to support classes, to improve accuracy and WPM for students.		Typing Program	Title 1 Supplies and Services	200
English Learners (EL)	1. Will provide supplement services for EL students through small group	Tutoring sign in sheets, monitored weekly			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>tutoring to EL students to help obtain reclassification and improved student achievement. The EL counselor will complete Intervention/Goal Sheet: track progress, celebrate growth, provide support, holding students accountable. (Funded in the Math Goal).</p> <p>2. Educate English Learners on the reclassification process and criteria through the use of our EL counselor and staff.</p> <p>3. EL counselor to Increase availability for parent/ student meetings & SST's - Increase parent connections and positive interactions with teachers. Result in positive interactions among student/ teacher.</p> <p>4. EL counselor to increase classroom presentations more presence in the classrooms, and provide more support for teachers.</p> <p>5. Academic Language Development classes for English Learners will be supported by AVID tutors.</p>		Instructional materials will be purchased to cover student need in classrooms and reprographics	Title 1 Supplies and Services	401.75
			Teacher library purchases	Title 1 Supplies and Services	2000
			AVID tutors in ALD classes	Title 1 Professional Development	6000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	6. Supply ELA teachers books to store in their classroom libraries so that students have easy access to books that are on their own instructional reading level.				
	7. Develop and implement tutoring sessions specifically for students who require basic phonic instruction and other beginning foundational skills.				
	8. Educate teachers on the reclassification process and criteria through professional development received from the district ELA coordinator.	Teacher sign-in sheets	Teacher attendance of Professional Development..	Title 1 Professional Development	500
Students with Disabilities (SWD)	1. IEP Goals of students are shared with the general education students that they teach daily, so that they are aware of their responsibilities to help meet those goals. 2. Study Skills class sections are available to teach students strategies that help them to find success in	Academic progress of students enrolled in Study Skills classes will be monitored at each grade reporting period.	Instructional materials will be purchased to cover student need in classrooms.	Title 1 Supplies and Services	1000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	homework, classwork, etc.				
	3. Supplies will be provided to specifically support students with special needs, based on what teachers feel is needed.				
	4. Collaboration time is provided for Special Education teachers to meet with General Education teachers and discuss curriculum and scaffolding strategies.	Professional development requests and attendance will be monitored to ensure that teachers are receiving training that will assist them in increasing student achievement.			
	5. Professional development is offered to Special Education teachers to support them in increasing their knowledge on various classroom strategies.		Teacher attendance of Professional Development..	Title 1 Professional Development	
Other Student Groups					

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

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The 2019-2020 school year was the first year that Hanshaw participated in a math curriculum pilot called SWUN. Teachers met with their SWUN coach once per month for support and assistance with implementation. Providing tutors to teach Beyond the Basic Facts was helpful, but not to a large amount of students. The classes were small but those who did attend, achieved competency in their multiplication facts.

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

All funds that were planned for the Math goal were in the midst of being used prior to school closure/COVID 19.

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

Math 180 is no longer being offered, it was replaced with Math Support and is being taught in both grade levels.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Participation in distance learning* we identified that 0-49% of All students are in need of support / intervention in the area of: Support with distance learning*

To address this the school can:
monitor student engagement and accuracy to better plan lessons and common formative assessments.

MATH PD

Based on we identified the following area of need in professional development

To address this the school can:

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Mid-year benchmarks last school year showed significant growth in Math, after the team had been teaching the SWUN curriculum. However, students continue to struggle with pacing and comprehension.

Subject: Math

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual -108	Goal -93
English Learners (EL)	Actual -179	Goal -164
Students with Disabilities (SWD)	Actual -201	Goal -186
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
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					
Schoolwide (SW)	<p>1. Every grading period counselors will meet with all students receiving 2 or more D's and/or 1 or more F's in their core classes. These meetings will include a parent/guardian and administrator, when available. Counselors will provide every student with a tutoring contract to attend tutoring session provided by teachers before and after school as well as lunch periods.</p> <p>2. Provide supplemental materials, supplies, and PD for teachers to improve student achievement and improve instruction to focus on school/district goals.</p> <p>3. Beyond the Basic Facts tutoring offered 2 times per week, after school.</p> <p>4. Math tutoring available when needed.</p>	<p>PowerSchool Log Entries monitored monthly</p> <p>Healthy Start referrals log, monitored weekly</p>	Tutors will be available before and after school as needed.	Title 1 Certificated	
			Instructional materials will be purchased to cover student need in classrooms and reprographics.	Title 1 Supplies and Services	9500
			Service repair contracts.	Title 1 Supplies and Services	1500
	<p>5.. Staff development on best teaching practices to increase use of mathematical practices.</p> <p>6. Provide additional time for teacher collaboration to analyze</p>	PLC attendance sign in, monitored monthly	Substitutes to cover teachers who attend PD.	Title 1 Professional Development	2000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>student achievement data, develop research based instructional practices, and lesson design to improve student achievement.</p> <p>7. Provide opportunities for teachers to vertically plan with available feeder schools, to discuss with 6th grade teachers what our students' academics needs and skills are needed when they reach Junior High.</p> <p>8. Swun Curriculum implementation for the 2020-2021 school year. Teachers will meet with Swun coaches once per month, based on their need.</p>		Additional collaboration time will be provided for teachers to discuss data and next steps for their students.	Title 1 Professional Development	2000
English Learners (EL)	<p>1. Teachers provided with information of every EL student they have in their class before school began so that teachers could be aware and begin to plan strategies to meet student needs.</p> <p>2. Instructional</p>		Instructional materials will be purchased to cover student need in classrooms and reprographics	Title 1 Supplies and Services	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	materials provided, including manipulatives, to assist students.				
Students with Disabilities (SWD)	<p>1. IEP Goals of students are shared with the general education students that they teach daily, so that they are aware of their responsibilities to help meet those goals.</p> <p>2. Resource study skills classes will be available for low performing students.</p> <p>3. Math Support classes provided for students with low Math CAASPP score and/or teacher recommendation.</p> <p>4. Supplies will be provided to specifically support students with special needs, based on what teachers feel is needed.</p>	Academic progress of students enrolled in Study Skills classes will be monitored at each grade reporting period.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	5. Collaboration time is provided for Special Education teachers to meet with General Education teachers and discuss curriculum and scaffolding strategies.	Professional development requests and attendance will be monitored to ensure that teachers are receiving training that will assist them in increasing student achievement.			
	6. Professional development is offered to Special Education teachers to support them in increasing their knowledge on various classroom strategies.				
	7. SDC LH students will be mainstreamed into general education math classes.				
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Providing funds for our EL Counselor, Healthy Start Coordinator and classified staff to support with translations and trainings made a positive impact on attendance. In addition our Student Support Specialist was extremely helpful in providing continuity of care and follow through for students struggling with attendance.

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

Implementation was halted due to school closure/COVID 19.

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

None.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Distance Learning Dashboard Data* we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

continue to make home visits and meet with students to find the root of the concern and their lack of logins/participation.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
Access to specific attendance PD

To address this the school can:

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Our administration team and clerical team spent the majority of last year identifying the main reasons behind Hanshaw's absenteeism rates. There was a lack of organizational systems and the year was spent building them. There was progress in our attendance rate but two major factors impacted it negatively. The first was the wildfire in Fall of 2018 that caused many students to be absent. In addition, attendance was on track to meet our determined goal until a surge of drug suspensions due to vaping on campus. These suspensions impacted our attendance rate significantly.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1, Strategic Goal 1 and 3**Goal #3**

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2020-21 Data Goal Increase	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual 94.81%	Goal 95.31%	Actual 16.7%	Goal 15.7%
English Learners (EL)	Actual 95.01%	Goal 95.51%	Actual 17.3%	Goal 16.3%
Students with Disabilities (SWD)	Actual 93.17%	Goal 93.67%	Actual 28.9%	Goal 27.9%
Other Student Groups	Actual %	Goal %	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
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	<p>1. Promote and encourage students to attend school on a daily basis so they are able to meet academic goals and progress. Counselors will meet with students as attendance concerns arise, explaining how absences affect achievement in school.</p> <p>2. Create a safe and effective learning environment through teaching of school wide adopted behavior character traits.</p> <p>3. Healthy Start Coordinator and counselors to provide support services for those students that are struggling to attend regularly.</p> <p>4. Individual letter mailed to students in January of 2021, indicating the number of absences and number of tardies that each student has to continue to bring parental awareness to attendance.</p> <p>5. Provide incentives to students with perfect or improved attendance.</p> <p>6. Purchase of office supplies that will support staff in creating, printing and</p>	Chronic Absenteeism report.	Student Incentives	Title 1 Supplies and Services	5500
			Purchase of office supplies including equipment, technology, software.	Title 1 Supplies and Services	750
			Provide four extra days of SAS support so that students who need counseling, can be provided it.	Title 1 Supplies and Services	20700

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	mailing student information will be purchased.				
	7. Use Mental Health Clinician support throughout campus to support student mental health.				
	8. Student incentives provided for various accomplishments.				
	9. Staff will be provided professional development in the area of how to achieve high student attendance outcomes.				
	10. Attendance of AVID PD to continue to learning strategies on how to support the whole student, academic and social/emotional.				
English Learners (EL)					

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

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Hanshaw significantly improved our suspension rates before school closure occurred in March 2020. Our goal last year was for a rate of 13.04% or less; we ended with 9.39% on March 18, 2020. Monies that were allocated in this category were helpful in achieving the goal. By providing additional days of a Student Assistant Specialist (SAS), we were able to provide students with mental health support as needed. In addition, funding the position of Healthy Start Coordinator provided a position that guided all mental health support and met with students and parents who were struggling with trauma and need.

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

None.

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

I have increased the support of additional Student Support Specialists this school year. We provide drug and alcohol counseling to students who are suspended for drugs and alcohol. Last year we ran out of SAS hours and support; there was a waiting list. Increasing the amount of days we have with an SAS will provide more extensive support. I have also allocated funds to the PBIS Rewards system and incentive prizes that correlate with this program.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
provide additional mental services with the support of Student Assistance Specialist days.

PBIS PD

Based on we identified the following area of need in professional development

To address this the school can:

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Suspension numbers decreased due to the implementation of the strategies stated in last year's SPSA.

Subject: Attendance

LEA/LCAP: LCAP Goal 1, Strategic Goal 1 and 3

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual 9.87%	Goal 9.57%
English Learners (EL)	Actual 8.59%	Goal 8.29%
Students with Disabilities (SWD)	Actual 12.34%	Goal 12.04%
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
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	1. Implement a School-wide Behavior Matrix.	School Discipline Report monitored monthly			
	2. Create and implement classroom lessons that model what is in the Behavior Matrix.	Discipline Incident Count, monitored bi-weekly	Student Incentive	Title 1 Supplies and Services	5139.25
	3. Provide classroom lessons the first days of school to inform students of behavior expectations.	Discipline Referral Master list, monitored monthly	PBIS Rewards App	Title 1 Supplies and Services	10000
	4. Implement Character Trait classroom lessons.	Home Suspension report, monitored monthly			
	5. Letters mailed home to students who receive referrals so that parents who are not reachable by phone, are still aware of concern.	Discipline Incidents by Teacher Report, monitored monthly			
	6. Provide assemblies focused on positive behavior.	Discipline Offense Counts, monitored monthly			
	7. Purchase of office supplies that will support staff in creating, printing and mailing student information will be purchased.	Home Suspension Rate Report, monitored monthly			
	8. Student incentives provided for various accomplishments.	Home Suspension Rates by School/Ethnicity/Subgroup Report, monitored monthly			
	9. Purchase of PBIS Rewards application to continue supporting students with increase of attendance and decrease of negative	PBIS Rewards data			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost						
	behaviors.										
	<p>10. Support teachers in their development of teaching strategies and classroom management strategies to help reduce the number of behavior incidents and referrals in the classroom through PBIS and Restorative Justice practices.</p> <p>11. Provide staff training in PBIS and Restorative Practices.</p> <p>12. Provide teacher PD that includes information on how to support the specific types of students at Hanshaw who are struggling for reasons such as PTSD, Anxiety, ADHD, so that they are able to reach students</p>	Conference Sign-In sheets, Professional Development Participant Log and/or Transcripts	<table><tr><td>Substitutes who cover for teachers who attend PD.</td><td>Title 1 Professional Development</td><td>500</td></tr><tr><td>Attendance of Professional Development conferences/consultant contracts</td><td>Title 1 Professional Development</td><td>500</td></tr></table>	Substitutes who cover for teachers who attend PD.	Title 1 Professional Development	500	Attendance of Professional Development conferences/consultant contracts	Title 1 Professional Development	500		
Substitutes who cover for teachers who attend PD.	Title 1 Professional Development	500									
Attendance of Professional Development conferences/consultant contracts	Title 1 Professional Development	500									

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	struggling with behavior while in class.				
	<p>Support Services</p> <p>13. Use Mental Health Clinician support inside the Intervention Center during lunch detention to build student capacity to reflect on their choices and behaviors.</p> <p>14. Utilize the full time IC SAS counselor to mediate with groups of students who are struggling with relationships.</p> <p>15. Create a Student "PeaceBuilders" group supported by the Intervention Center Student Assistant Specialist (SAS).</p> <p>16. Utilize mentorship, counseling support services, and consistent follow-up to improve suspension rates. Identify students who are at risk for suspensions and work with this focus group to offer preventative intervention services. Utilize counselors to present information that will assist both parents and students on being successful in school.</p> <p>17. Provide positive incentives on a regular</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Count, monitored bi-weekly</p> <p>Discipline Referral Master list, monitored monthly</p> <p>Home Suspension report, monitored monthly</p> <p>Discipline Incidents by Teacher Report, monitored monthly</p> <p>Discipline Offense Counts, monitored monthly</p> <p>Home Suspension Rate Report, monitored monthly</p> <p>Home Suspension Rates by School/Ethnicity/Subgroup Report, monitored monthly</p>	<p>Provide four extra days of SAS support so that students who need counseling, can be provided it.</p>	<p>Title 1 Supplies and Services</p>	<p>20700</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>basis thought out the school year. Meet with and work with students in one-on one and or small group setting to address mental health, social, emotional and behavior concerns. Increase lunchtime activities with students to promote positive school culture.</p> <p>18. Provide four additional days of SAS services that will provide counseling services to students.</p>				
English Learners (EL)	<p>1. Increasing the EL counselor position will allow for more frequent check-ins with students regarding social, emotional, grief, and anger management issues. EL counselor will be able to have more frequent 1:1 meetings along with create student support groups that discuss specific topics of concerns.</p> <p>2. Provide more student contact regarding grade checks and improvements. Will provide opportunities to to improve grades</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Report, monitored monthly</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	and provide remediation through ESS.				
Students with Disabilities (SWD)	<p>1. School Psychologist meets with Special Education teachers and Program Manager regarding improving student behavior.</p> <p>2. Special Education teachers receive training from Behavioral Intervention specialist.</p> <p>3. Special Education teachers are provided professional development regarding addressing behavior in the classroom.</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Report, monitored monthly</p>			
	<p>4. Increased administrative support to RS and SDC teachers, specifically focusing on behavior concerns.</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Report, monitored monthly</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Two or more races	1. Use of PBIS Rewards app to specifically focus on this group and incentivize them for meeting and exceeding expectations.	PBIS Rewards reports and data			
	We will assign each student in this subgroup to a mentor.	Discipline Incident Report, monitored monthly			

Section 4 Academic Equity, Opportunity, and Awareness/Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness/Graduation Rate 4 year Cohort

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of:
Increase access / participation

To address this the school can:
offer more sections of the AVID elective and STEM elective.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS/GRADUATION PD

Based on PLC input we identified the following area of need in professional development

To address this the school can:
provide training and professional development in the areas of equity, access and opportunity.

Additionally we analyzed specific data to indicate the following need(s):

Many of our students had little to no access to STEM/STEAM in their school day, besides their core Science class. There was student voice asking for an elective that would fill this need. That is why a STEM elective was added this year.

Discuss the areas of strength and need based on data analysis:

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal2, Strategic Goal 1

Goal #5

Graduation Dashboard Data 9-12 Only

	2018-19 Final Data / District Preliminary Data	2019-20 District Data	2020-21 Data Goal Increase
Schoolwide (SW)	Actual %	Goal %	Goal %
English Learners (EL)	Actual %	Goal %	Goal %
Students with Disabilities (SWD)	Actual %	Goal %	Goal %
Other Student Groups	Actual %	Goal %	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)	1. At Hanshaw we want to add career exploration as well as raise college and career awareness	Field trip request forms, permission slips, bus rosters	Field trip admission and busing provided for student opportunities/buses for ASES&ESS	Title 1 Supplies and Services	500
English Learners (EL)	1. Increase of exposure to college and career technical opportunities. EL counselor will be able to provide frequent field trips with	School Discipline Report monitored monthly			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	small groups of students, to various colleges, and career tech schools. EL counselor will also coordinate a career and college fair at our campus, where students will have the opportunity to listen to presentations from professionals in the field of their interest.	Discipline Incident Report, monitored monthly	Field trip admission and busing to locations or digital comparable activity	Title 1 Supplies and Services	1000
			Career fair supplies	Title 1 Supplies and Services	750
Students with Disabilities (SWD)	Increase opportunities for SWD to access and participate in AVID.				
Other Student Groups					

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

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Monies that were allocated for parent meetings, childcare and refreshments was spent as planned. Childcare is a strength, without offering it we would not have as many parents participate as we did.

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

Due to COVID closure, some funds were left unspent.

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

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: navigating school

To address this the school can:

Offer parent involvement workshops and ensure translation, child care, refreshments and materials are provided.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on we identified the following area of need in professional development

To address this the school can:

Additionally we analyzed specific data to indicate the following need(s):

Discuss the areas of strength and need based on data analysis:

Subject: Parent Engagement

LEA/LCAP: LCAP Goal2, Strategic Goal 3

Goal #6

	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)	1. Trainings will be held to assist parents with understanding their student's academics. In particular, parents can be trained in PowerSchool to connect to them to understanding their student's grades, classes and assignments. (ELA)	Parent meeting sign in sheets, monitored quarterly			
	2. Trainings will be held to assist parents with understanding their student's academics. In particular, parents can be trained in PowerSchool to connect to them to understanding their student's grades, classes and assignments. (Math)				
	3. Provide supplemental services through Healthy Start. This position will coordinate parent involvement on campus, assist to remove barriers to learning through support services, and coordinate student activities on campus. This position would work with district	Healthy Start referral log monitored weekly	Translators will be available to work additional time to assist with parent meetings and calls.(ELA)	Title 1 Parent Involvement	100
			Childcare will be provided for parent presentation nights. (ELA)	Title 1 Parent Involvement	1250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	services as well as outside agencies to provide needed services for Hanshaw students. This would focus on at risk subgroups, but would be open to all students. Provide Case management of high risk students, parent education programs, connecting students and parents to support services on-site and in the community.		Translators will be available to work additional time to assist with parent meetings and calls.(Math)	Title 1 Parent Involvement	100
			Childcare will be provided for parent presentation nights. (Math)	Title 1 Parent Involvement	1250
	4. Increase teacher to parent communication so that parents are aware of what is occurring at school.(PBIS)				
	5. Utilize mentorship, counseling support services, and consistent follow-up to improve suspension rates. Identify students who are at risk for suspensions and work with this focus group to offer preventative intervention services. Utilize counselors to present information that will assist both parents and students on being successful in school. (PBIS)				
			Refreshments will be provided at parent meetings that are aimed at seeking input on school culture, building stronger home-school relationships.	Title 1 Parent Involvement	525
			Translators will be available to attend parent events, aimed at growing positive school culture with the involvement of families and parents.	Title 1 Parent Involvement	200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	1. Educate parents on the reclassification process and criteria.	Sign in sheets from parent meeting monitored quarterly			
	2. EL counselor and site admin to provide various meetings, committees, and trainings for parents. Use these meetings as an access point to improve communication and parent involvement. These meetings include ELPP.	Sign in sheets from parent meeting, monitored quarterly	Translators will be available to work additional time to assist with parent conferences and phone calls in addition to evening events.(ELA)	Title 1 Parent Involvement	100
	3. Partner with adult education to provide ESL and computer literacy classes to parents. Childcare is provided for this process.		Translators will be available to work additional time to assist with parent conferences and phone calls in addition to evening events.(Math)	Title 1 Parent Involvement	100
	4. Improve Parent involvement by providing various meetings, committees, and trainings for parents regarding math curriculum and assessment. Use these meetings as an access point to improve communication and parent involvement. These meetings include EL Parent Partnership.				
	5.Partner with adult education to provide ESL and computer literacy classes to parents; childcare provided.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>6. Provide informational for EL Parent Night to inform parents about CELDT and Reclassification, and Math curriculum.</p> <p>7. Improve communication with parents with one-on-one phone calls regarding student performance in Math classes. Calls will be from administration, counseling staff, teachers.</p> <p>8. Provide additional translation services for Spanish Speaking parent/guardians.</p>				
	<p>9. Attendance Liaison bringing awareness to parents regarding students attendance by conducting home visits.</p> <p>10. Student Attendance Review Board and Student Attendance Review Team hearings are held for students with attendance concerns.</p> <p>11. Increase parent awareness of how absences affect academics by providing parent nights and trainings which include attendance information.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost			
	12. Translators will provide support for parent meetings after school or on weekends, for events that support school goals.	Parent Sign-in sheets	<table><tr><td>Translators will be available to work additional time parent events.</td><td>Title 1 Parent Involvement</td><td>154</td></tr></table>			Translators will be available to work additional time parent events.	Title 1 Parent Involvement	154
	Translators will be available to work additional time parent events.	Title 1 Parent Involvement	154					
			<table><tr><td></td><td></td><td></td></tr></table>					
		<table><tr><td></td><td></td><td></td></tr></table>						
		<table><tr><td></td><td></td><td></td></tr></table>						
Students with Disabilities (SWD)	1. Increased parental involvement and communication through newsletters, phone dialers about opportunities for SWD parents to learn more about their students' progress and goals.		<table><tr><td></td><td></td><td></td></tr></table>					
<p>PBIS</p> <p>2. Increased parent contact by administration regarding the discipline concerns of students who have IEPs.</p> <p>3. Meetings held with administrators and parents of students with special needs. Meetings will gain feedback from parents on how best to support their students in school, allowing teachers to use that information to inform their teaching practices.</p> <p>4. Translators will provide support for</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Report, monitored monthly</p>	<table><tr><td>Refreshment purchased for parent meetings.</td><td>Title 1 Parent Involvement</td><td>225</td></tr></table>			Refreshment purchased for parent meetings.	Title 1 Parent Involvement	225	
Refreshment purchased for parent meetings.	Title 1 Parent Involvement	225						

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	parent meetings after school or on weekends, for events that support school goals.				
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
EL Counselor meetings with students and making phone calls home to inform parents of attendance concerns. Teachers provided with information of every EL student they have in their class before school began so that teachers could be aware and begin to plan strategies to meet student needs.				Math Goal 2
	EL Counselor (.5)	Title 1 Positions	51991	
Healthy Start Coordinator will meet will provide support to struggling students. Healthy Start Coordinator and counselors to provide support services for those students that are struggling to attend regularly.				Attendance Goal 3
	Healthy Start Coordinator (.30)	Title 1 Positions	28256	
Support the coordination of AVID program. The program supports first generation college students and is growing rapidly. This position would be used to support all teachers in using AVID strategies and supporting AVID students.				ELA Goal 1 Math Goal 1 Attendance Goal 1 PBIS Goal 1
	Classroom teacher Non-Instructional (.4 FTE)	Title 1 Positions	50,000	

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 1 Positions	130247	0.00
Title 1 Professional Development	22500	0.00
Title 1 Parent Involvement	4004	0.00
Title 1 Certificated	0	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	85797	0.00

Section 7 Funding Allocations

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$242548
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$242,548.00

Other Federal, State, and Local Funds

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

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

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

Section 8 School Site Council Membership

2020 - 2021
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Hanshaw Middle School

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: Maria Arellano Term: 2020-2021 Parent XCommunity Member	1. Name: Lori Jonas Principal
2. Name: Jose Sabala Term: 2020-2021 Parent XCommunity Member	2. Name: Jason Flora Term: 2020-2022 Teacher
3. Name: Guadalupe Aceves Term: 2020-2021 XParent Community Member	3. Name: Devonne Greenhalgh Term: 2020-2021 Teacher
4. Name: Jacqueline Vazquez Term: 2020-2021 Student	4. Name: Jacqueline Byler-Weston Term: 2020-2021 Teacher
5. Name: Rylee Aguilar Term: 2020-2021 Student	5. Name: Rachel Knoepfle Term: 2020-2022 Teacher
6. Name: Noemi Carbajal Term: 2020-2021 Student	6. Name: Gloria Tellez Term: 2020-2021 Other School Staff