

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Evelyn Hanshaw Middle School

50711676110068
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 17, 2023

Local Board Approval Date

June 20, 2023

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:

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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 660 students. Our school population is 96% socioeconomically disadvantaged (SED). Our student population primarily consists of the following feeder schools: Bret Harte, Fairview, Robertson Road, and Shackelford. We also have three Special Day Classes on our campus.

Hanshaw's instructional program is a blend of academic classes, enrichment classes, and physical education that help students prepare for high school and higher learning. Students are scheduled into single-subject academic classes in 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. In addition, students who are English Learners will be scheduled for an Academic Language Development (ALD) class. Currently, 45% of the total students enrolled at Hanshaw are English Learners. Our ALD classes strategically focus on teaching students academic language, vocabulary, intensive writing strategies, and building prior and background knowledge. Hanshaw 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 the program receive ELA and History instruction in the Spanish language. This is an extension of the Bret Harte Elementary School program. For enrichment, students have the opportunity to ballot for one of the following elective classes: AVID, Leadership, Guitar, Band, Study Skills, STEM/Exploring Technology, 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 database 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 which 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.

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

Students who are identified as an English learner, Hispanic, Socio-economically disadvantaged, Special Education, and/or "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.

To address the needs of all students schoolwide, Hanshaw and its main feeder high school, Downey High have joined a collaborative cohort through California Education Partners, specifically targeting our 8th and 9th grade students. The mission of Ed Partners is that they "seed and grow Improvement Collaborations among California's school systems to help them build the capacity to continuously improve learning and outcomes for every student." The focus of this work is to create a sustainable culture of collaborative, continuous improvement in which we develop a foundation for continuous improvement, investigate and understand the challenge areas and systems that produced it by reviewing student data, as well as design an execute an improvement plan. This is a three-year District commitment with our improvement team testing and refining early interventions, equitable grading practices, and strong course placement and transition students. Although this work is focused on 8th to 9th grade transitions, the findings and interventions at Hanshaw have been implemented schoolwide, with both 7th and 8th grade levels due to the size of our staff and student population. Because of this collaborative work, there has been an increase in the amount of professional development offered to teachers in ELA and math, with an emphasis on lesson design, effective instructional strategies, as well as equitable grading practices. The majority of the other schoolwide actions listed will also address the needs of our socio-economically disadvantaged and Hispanic subgroups since 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.

In addition to the above schoolwide focus and actions, there has also been year-long professional development on using SLOP (Sheltered Instruction Observation Protocol) strategies in other core academic classes for our English learner subgroup. Also, in Hanshaw's Academic Language Development (ALD) classes, English learner students were placed in leveled classes with reduced class sizes. English learner students who scored a level 1 on the ELPAC assessment were taught a foundational corrective reading program in addition to the District adopted curriculum. English learner students who scored a level 1 or level 2, were offered the opportunity to participate in a before or after school course in which Direct Instruction Spoken English (DISE) curriculum was utilized to advance students' acquisition to the English language.

Resource Inequities

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

Due to Hanshaw's ATSI status identifying 5 areas of concern (English Learners, Hispanic, Socio-economically Disadvantaged, Students with Disabilities and Two or More Races), we have identified the following resource inequities:

English Learner Counselor: District funds 0.5 FTE for an English Learner Counselor. Due to a large portion of Hanshaw student body that have not yet reclassified (45%), we fund an additional 0.5 FTE out of Title 1. Currently, Hanshaw's schoolwide D/F rate is 11.73%, however, the EL D/F rate is 16.25% indicating that our English Learner students are struggling more academically, and need additional support. Hanshaw's schoolwide suspension rate is currently 11.95%, but sits at 12.42% for our English Learners. Hanshaw's schoolwide attendance rate is 91.02%, and that for our English Learners is 90.94%. As indicated by the data, Hanshaw's English Learner students need additional support in all areas. Therefore, based on the needs of our English Learner population, if District could fund a 1.0 FTE English Learner Counselor position, that would free up an additional \$66,731 of Hanshaw's Title 1 budget that could be used to provide additional academic and social-emotional supports to this subgroup.

Schoolwide Counselor with an additional focus on Social-emotional supports: Hanshaw's schoolwide suspension rate has increased by 4.4% during the 2022-23 school year. There has been a marked increase in physically aggressive behaviors and student conflicts over the last school year. We have conducted over 400 conflict mediations this year which is a 100% increase over the last year. In addition, behavior incidents in the classroom have increased by 42% which has interrupted teaching and learning. We have found the need to address student disruptive and aggressive behaviors outside of our typical supports and interventions, and this is difficult to do with our base counseling allocations. We do not have the flexibility to fund such a position with our Title 1 funds, and believe that with an additional District funded counselor, we can make strides in decreasing behaviors and improving school safety and culture.

MTSS Coordinator (PBIS): With the above listed increases in behavior and suspension rates, there is a need for a more structured and robust multi-tiered system of supports and PBIS plan. The purpose of this position would be to track discipline data and provide direction on appropriate tiered strategies and supports. Currently, a large portion of both assistant principal's day is taken up by discipline incidents, student conflicts and parent meetings instead of being able to focus on the teaching and learning in the classroom. By increasing the amount of time administrators are able to be in the classroom, this would allow us to take a more proactive approach to supporting teachers with classroom behaviors. We do not have the flexibility to fund such a position with our Title 1 funds, and believe that with an additional District funded counselor, we can make strides in decreasing behaviors and improving school safety and culture.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2022-23 SPSA Annual Review and Update

Hanshaw Middle School's SSC, ELAC, Site Leadership, and teachers participated in the evaluation process of Hanshaw Middle School's 2022-2023 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 February, March and April 2023 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC , ELAC, School Leadership team and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in February, March, and April 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Hanshaw Middle School completed most of the action steps indicated for the goal. We continue to incorporate ELA Support for regular and special education classes. Counselors met with students who had 2 or more Ds and Fs throughout each quarter. Professional development was offered to ELA and Academic Language Development teachers that focused on lesson design, supporting learners, and research-based grading practices. Sheltered Instruction Observation Protocol (SIOP) professional development was provided to content teachers in social science and science to address the academic literacy needs of our English Learners.

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 the use of AVID tutors to support EL students. Coming out of the pandemic has impacted our plan to support English Learners in their ALD classes due to an inability to obtain AVID tutors. The funds were reallocated to the supplies category.

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.

This year we have added more sections of Academic Language Development to support English Learners, and we have leveled those classes to better support the needs of individual students. Students in ALD classes are provided an entire course devoted to their language acquisition, with the final goal being that students reclassify at the end of the year. In addition, students scoring at level 1 on the ELPAC assessment were provided with corrective reading curriculum specifically focused on ELs, twice per week. Level 2 students were offered EL-RISE (Rigorous Intervention for Student Excellence - English Learner focus) before or after school using DISE curriculum (Direct Instruction for Spoken English). These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

ELA

Based on CAASPP we identified that 90-100% of English Learners students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

The school can continue to provide leveled Academic Language Development sections to better support individual student needs, and continue to provide support with the corrective reading curriculum in the

classroom, as well as DISE before or after school.. In addition, the school can support EL students with the use of AVID tutors, and EL tutors for more individualized/small group support in classes. The school can continue to participate in lesson study professional development to focus on lesson design, implement SIOP strategies, and continue to explore effective, research-based grading practices.

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:

The school can provide professional development in the areas of English Learners, students with disabilities, lesson design and grading practices.

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, participated in lesson studies to focus on lesson design and supporting English learners and students with disabilities, as well as a continued focus on effective grading practices including the creation of common rubrics/success criteria. This has had a positive impact on instruction, and to have better data to support student learning and planning.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2022 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -96	Goal -81
English Learners (EL)	Actual -124	Goal -109
Students with Disabilities (SWD)	Actual -175	Goal -160
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
Majority of schoolwide actions listed will also address the needs of socio-economically disadvantaged and Hispanic students. 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.					
Schoolwide (SW)	<p>1. Each 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.</p> <p>2. Intersession offered during winter and spring breaks to provide additional support and opportunity for students to improve grades to passing.</p> <p>3. Summer credit recovery, remediation and enrichment opportunities are provided for students.</p>	PowerSchool Log Entries, monitored monthly	Tutoring will be available before and after school as needed.		
			Intersession and Summer Programming Teachers		
			Intersession Support Staff		

		PLC attendance sign in, monitored monthly	Additional collaboration time will be provided for teachers to discuss data and next steps for their students.	Title 1 Professional Development	1224			
		Professional Development catalog/transcripts						
		Software data usage reports						
		Teacher attendance of Professional Development conferences, consultant contracts	Teacher attendance of Professional Development conferences, consultant contracts	Title 1 Professional Development	992			
	Substitutes to cover teachers who attend PD.	Title 1 Professional Development				2000		
	Software/Technology licenses						Title 1 Supplies and Services	1800

	<p>4. 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.</p> <p>5. Professional Development in all core content areas for effective lesson design and instructional practices using a district coach and release days, if needed.</p> <p>6. Provide participation in conferences that support school/district goals on student achievement. Provide spaces to teachers to attend AVID Summer Institute to supplement the base allocation from district.</p> <p>7. Provide additional time for teacher collaboration to analyze student achievement data, develop research based instructional practices, and lesson design to improve student achievement.</p> <p>8. AVID team will provide professional development during staff meetings on AVID strategies and methodologies that</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>support student engagement and effective instructional practices.</p> <hr/> <p>9. Teachers will use various software/technology to increase student engagement in the classroom.</p> <p>10. Participation in the California Education Partners collaborative cohort with Downey High School to focus on improving the success rate of students transitioning from 8th to 9th grade. This 3-year commitment focuses on testing and refining early interventions, equitable grading practices, and strong course placement and the transition of students.</p> <hr/>				
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	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)		Tutoring sign in sheets, monitored weekly	Instructional materials will be purchased to cover student need in classrooms and reprographics	Title 1 Supplies and Services	2040
		Bi-Weekly Assignment check in	Teacher library purchases	Title 1 Supplies and Services	500
			EL paraprofessionals in ALD classes		

	<p>1. Will provide supplement services for EL students through small group 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 & Student Intervention Teams (SIT) - Increase parent connections and positive interactions with teachers. Result in positive interactions among student/ teacher.</p> <p>4. EL counselor to increase classroom presentations, increase presence in the classrooms, and provide more support for teachers.</p> <p>5. Academic Language Development classes for English Learners will be supported by</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	English Learner paraprofessionals.				
	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	816
	9. Vertical articulation with feeder schools to discuss reclassification requirements and the impact on EL student schedules at the middle school and moving into high school.		Sub pay for vertical articulation with feeder schools	Title 1 Professional Development	1500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	10. Academic Language Development teachers will provide access to an intensive Reading Intervention Program for English Learners who have scored as a Level 1 English Learners.	Academic progress of students enrolled in Level 1 ALD classes will be monitored at each grade reporting period.			
Students with Disabilities (SWD)	1. IEP Goals of students are shared with the general education teacher that teach them daily, so that they are aware of their responsibilities to help meet those goals.	Academic progress of students enrolled in special education classes will be monitored at each grade reporting period.	Instructional materials will be purchased to cover student needs in classrooms.	Title 1 Supplies and Services	1000
	2. Special education teachers will be AVID trained to support students with strategies that help them find success in homework, classwork, etc. 3. Supplies will be provided to specifically support students with special needs, based on what teachers feel is needed.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	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.	Teacher attendance of Professional Development	Title 1 Professional Development	
	5. Professional development is offered to both Special Education and general education teachers to support them in increasing their knowledge on various classroom strategies and supports.				
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: 2022-23

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

ANALYSIS

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

The 2022-2023 school year was the second year that Hanshaw implemented recently adopted SAVAAS curriculum.

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 used in the manner that was planned.

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.

No changes will be made to this goal for the 2023-2024 school year.

IDENTIFIED NEED (Data Analysis)

MATH

Based on CAASPP we identified that 60-69% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

The school can monitor student engagement and accuracy to better plan lessons and common formative assessments.

MATH PD

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

To address this the school can:

The school can provide professional development in the area of mathematics, with a focus on supporting English Learners and students with disabilities. The school can also provide professional development on lesson design, effective instructional strategies and grading practices.

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. This in turn affects their level of success in mathematics.

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

More than 65% of students come to Hanshaw in 7th grade, two to three grade levels below in math. This impacts their performance and their level of confidence. Our PLC Math team moved in a positive direction with planning common formative assessments, participated in a lesson study to focus on lesson design and supporting English learners and students with disabilities, as well as a continued focus on effective grading practices including the creation of common rubrics/success criteria. This has had a positive impact on instruction, and to have better data to support student learning and planning.

Subject: Math

LEA/LCAP: LCAP Goal 1

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

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -130	Goal -113
English Learners (EL)	Actual -155	Goal -138
Students with Disabilities (SWD)	Actual -193	Goal -176
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
<p>Majority of schoolwide actions listed will also address the needs of socio-economically disadvantaged and Hispanic students. 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.</p>					

	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)	<p>1. Each 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. Math tutoring available when needed.</p> <p>4. Intersession offered during winter and spring breaks to provide additional support and opportunity for students to improve grades to passing.</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.		
			Intersession Teachers		
			Intersession Support Staff		
			Instructional materials will be purchased to cover student need in classrooms and reprographics.	Title 1 Supplies and Services	2155

		PLC attendance sign in, monitored monthly	Substitutes to cover teachers who attend PD.	Title 1 Professional Development	2000
		Software data usage reports	Additional collaboration time will be provided for teachers to discuss data and next steps for their students.	Title 1 Professional Development	1223
			Software/technology licenses	Title 1 Supplies and Services	1800

	<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 student achievement data, develop research based instructional practices, and lesson design to improve student achievement.</p> <p>7. Additional collaboration time provided to support continued focus on effective Savvas curriculum implementation, including time to meet with math coaches.</p> <p>6. Teachers will use various software/technology to increase student engagement in the classroom.</p> <p>7. Participation in the California Education Partners collaborative cohort with Downey High School to focus on improving the success rate of students transitioning from 8th to 9th grade. This 3-year commitment focuses on testing and refining early interventions, equitable grading practices, and strong course placement and the transition of</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	students. _____				
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
English Learners (EL)	1. Teachers provided with information of every EL student they have in their class so that teachers can be aware and plan strategies to meet student needs. 2. Instructional materials provided, including manipulatives, to assist students. _____	Distribution of EL status to teachers and use in PLC planning meetings. _____	Instructional materials will be purchased to cover student need in classrooms and reprographics	Title 1 Supplies and Services	2040
	_____	_____			
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	<p>1. IEP Goals of students are shared with the general education teachers that teach them 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> <p>5. Collaboration time is provided for Special Education teachers to meet with General Education teachers and discuss curriculum and scaffolding strategies.</p> <p>6. Professional development is offered to Special Education and general education teachers to support them in increasing their knowledge on various</p>	<p>Academic progress of students enrolled in Study Skills classes will be monitored at each grade reporting period.</p> <p>Professional development requests and attendance will be monitored to ensure that teachers are receiving training that will assist them in increasing student achievement.</p>	Teacher attendance of Professional Development conferences, consultant contracts	Title 1 Professional Development	992

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	classroom strategies.				
	7. SDC LH students will be mainstreamed into general education math				
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Upon review of the overall implementation and effectiveness, Hanshaw Middle School completed most of the action steps indicated for the goal. The following goal was evaluated for effectiveness. During the 2022-2023 school year, Hanshaw Middle School's school-wide attendance rate fluctuated around 91%, and the chronic absentee rate was about 27%. COVID-19 has severely impacted Hanshaw's attendance rate due to COVID-related absences which included students who tested positive, had been considered direct exposures, and/or students who were experiencing symptoms. All of these conditions required that students comply with a mandatory quarantine period for a portion of the school year. Health and Safety protocol restrictions lessened in January of 2023, allowing symptomatic students to remain at school if they tested negative, and those that were exposed could remain at school as long as they were symptom-free.

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 Attendance goal were used in the manner that was planned, with the exception of individual letters mailed to families indicating the number of absences and tardies.

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.

Monthly incentives to reward good attendance or improved attendance will start at the beginning of the school year in 2023-2024. Additionally, SART will begin in August and September for the 2023-2024 school year. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance 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 school attendance. Engage Family Support Specialist and Parent Ambassador in efforts to reach families and provide supports that may encourage students to come to school more frequently. Implement monthly incentives to reward good attendance or improved attendance.

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:

Provide additional professional development addressing the many services and staff available to address student attendance concerns. Home visits, phone calls to parents, SART and SARB process explained to staff to further the knowledge of how Hanshaw Middle School is addressing student attendance.

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

Attendance rates by subgroup, SART and SARB data, and grades.

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

Upon review of our SPSA data measures, Hanshaw Middle School's chronic absenteeism rate decreased dramatically, by almost 11%. This can be attributed to the decrease in COVID-related mandatory absences reported during the 2022-23 school year, as students were no longer forced to quarantine if they had been exposed to a COVID-positive case, and if they were experiencing any COVID-related symptoms as described by county and state departments of public health, they could return once they were symptom-free. Although there was an increase in attendance, and a decrease in the chronic absentee rate, our overall need is still to ensure that students are regularly attending school.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase the overall attendance rate by 0.5% or to 98%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 90.99%	Goal 91.49%	Actual 27.37%	Goal 26.37%
English Learners (EL)	Actual 90.99%	Goal 91.49%	Actual 48.48%	Goal 47.48%
Students with Disabilities (SWD)	Actual 89.24%	Goal 89.74%	Actual 29.89%	Goal 28.89%
Other Student Groups Two or more races	Actual 86.98%	Goal 87.48%	Actual 50%	Goal 49%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Majority of schoolwide actions listed will also address the needs of socio-economically disadvantaged and Hispanic students. 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.					

Schoolwide (SW)					
		Chronic Absenteeism report.	Student Incentives	Title 1 Supplies and Services	
		Review the Modesto Data Dashboard daily	Purchase of office supplies including equipment, technology, software.	Title 1 Supplies and Services	3600
			Provide four extra days of SAS support for students in need of counseling services.	Title 1 Supplies and Services	27600

	<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 2024, 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 mailing student information will be</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>purchased.</p> <p>7. Use Mental Health Clinician support throughout campus to support student mental health.</p> <p>8. Student incentives provided for various accomplishments.</p>				
	<p>9. Staff will be provided professional development in the area of how to achieve high student attendance outcomes.</p> <p>10. Attendance of AVID PD to continue learning strategies on how to support the whole student, academic and social/emotional</p>	<p>PD attendance rosters or transcripts.</p>	Conference travel and registration	Title 1 Professional Development	8000
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	1. EL Counselor to work collaboratively with Attendance Clerk, administrator, and Family Support Specialist to monitor attendance of EL students and to increase parent outreach.	Chronic absenteeism report. Bi-weekly attendance reports.	Bi-weekly meetings with attendance clerk, Family Support Specialist and administrator		
Students with Disabilities (SWD)	1. Special Education case manager to work collaboratively with Attendance clerk, administration and Family Support Specialist to closely monitor student attendance and increase parent outreach.	Chronic absenteeism report. Bi-weekly attendance reports.			

	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	<p>1. Mentors assigned to students in this subgroup. Bi-weekly meetings to discuss attendance, as well as academics.</p> <p>2. Connect students to the Improve Your Tomorrow (IYT) mentorship group for young men of color on campus. Program manager to conduct attendance and grade checks.</p>	<p>Student contact logs</p> <p>Bi-weekly attendance reports</p> <p>Bi-weekly grade reports</p>			

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Hanshaw's suspension rates increased dramatically this year. Our goal for the 2022-2023 school year was for a rate of 6.79% or less; we currently have a suspension rate of 11.97% on May 8, 2023. We have found that students are demonstrating an increase in physically aggressive behaviors and student conflicts. Monies that were allocated in this category were helpful in attempting to reach 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.

Due to lasting effects of the pandemic, the Center for Human Services struggled to completely fill and maintain all positions as intended. For much of the 2022-2023 school year, Hanshaw had been understaffed in the positions of SAS and Mental Health Clinician. These shortcomings have made it difficult to address student discipline concerns through the restorative practice lens as much as we would have liked to.

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.

We will continue with 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. We also provide support services for students who may be recommended by a teacher, or for students exhibiting aggression or conflict. Increasing the amount of days we have with an SAS above the District base allocation will provide more extensive support. I have also allocated funds to the PBIS Rewards system and incentive prizes that correlate with this program. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents 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. Increase the effectiveness of behavior expectation lessons as well as intervention lessons.

PBIS PD

Based on Referrals we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Provide restorative practices training, as well as PBIS training to all staff to ensure continued movement in this direction. Classroom management professional development will be provided to those teachers who have written the most referrals.

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

Suspension rates by subgroup, as well as historical overall suspension rates.

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

Upon review of our SPSA data measures, Hanshaw Middle School increased in suspension rate by 4.89% from the 2021-22 school year. Our overall need is to show a decrease in all students in all subgroups.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Decrease the suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 11.97%	Goal 11.67%
English Learners (EL)	Actual 12.46%	Goal 12.16%
Students with Disabilities (SWD)	Actual 12.87%	Goal 12.57%
Other Student Groups Two or More Races	Actual 14.29%	Goal 13.99%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Majority of schoolwide actions listed will also address the needs of socio-economically disadvantaged and Hispanic students. 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.					

Schoolwide (SW)		School Discipline Report monitored monthly Discipline Incident Count, monitored bi-weekly Discipline Referral Master list, monitored monthly Home Suspension report, monitored monthly Discipline Incidents by Teacher Report, monitored monthly Discipline Offense Counts, monitored monthly Home Suspension Rate Report, monitored monthly Home Suspension Rates by School/Ethnicity/Sub group Report, monitored monthly PBIS Rewards data, monthly			
			Student Incentives	Title 1 Supplies and Services	
			Assemblies	Title 1 Supplies and Services	5000

	<p>1. Implement a School-wide Behavior Matrix.</p> <p>2. Create and implement classroom lessons that model what is in the Behavior Matrix.</p> <p>3. Provide classroom lessons the first days of school to inform students of behavior expectations. Revisit expectations once per quarter. Provide new students access to those lessons prior to attending classes.</p> <p>4. Implement Character Trait classroom lessons.</p> <p>5. Letters mailed home to students who receive referrals so that parents who are not reachable by phone, are still aware of concern.</p> <p>6. Provide assemblies focused on positive behavior.</p> <p>7. Purchase of office supplies that will support staff in creating, printing and mailing student information will be purchased.</p> <p>8. Student incentives provided for various accomplishments.</p> <p>9. Purchase of PBIS Rewards incentives to continue supporting students with</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	increase of attendance and decrease of negative 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 struggling with behavior while in class.</p>	Conference Sign-In sheets, Professional Development Participant Log and/or Transcripts	<p>Substitutes who cover for teachers who attend PD.</p> <p>Attendance of Professional Development conferences/consultant contracts</p>	<p>Title 1 Professional Development</p> <p>Title 1 Professional Development</p>	<p>1355</p> <p>975</p>

		School Discipline Report monitored monthly	Provide four extra days of SAS support for those students in need of counseling services.	Title 1 Supplies and Services	27600
		Discipline Incident Count, monitored bi-weekly			
		Discipline Referral Master list, monitored monthly			
		Home Suspension report, monitored monthly			
		Discipline Incidents by Teacher Report, monitored monthly			
		Discipline Offense Counts, monitored monthly			
		Home Suspension Rate Report, monitored monthly			
		Home Suspension Rates by School/Ethnicity/Sub group Report, monitored monthly			

	<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. 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>16. Provide positive incentives on a regular basis throughout 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</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	activities with students to promote positive school culture. 18. Provide four additional days of SAS services that will provide counseling services to students. <hr/>				
	20. Implementation of Renaissance Program to motivate and encourage students by recognizing academic achievement and positive behavior. Renaissance has been effective in improving academic achievement and modifying behavior. <hr/>	School Discipline Report monitored monthly Grades reviewed quarterly for GPA <hr/>	Student Recognition and Incentives	Title 1 Supplies and Services	
	21. Purchase of student planners to be utilized as a school-wide implementation of an organizational AVID strategy, that will also provide character development lessons, as well as social emotional information and/or supports. <hr/>	School Discipline Report monitored monthly Grades reviewed quarterly Attendance per MODD <hr/>	Student Planners	Title 1 Supplies and Services	2000
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	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 creating student support groups that discuss specific topics of concerns.	School Discipline Report monitored monthly Discipline Incident Report, monitored monthly			
	2. Provide more student contact regarding grade checks and improvements. Will provide opportunities to improve grades and provide remediation through ESS.				
Students with Disabilities (SWD)			Attendance of Professional Development conferences/con sultant contracts	Title 1 Professional Development	975

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<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>4. Increased administrative support to RS and SDC teachers, specifically focusing on behavior concerns.</p> <p>5. Implementation of Second-Step Curriculum in Special Education classes to address social-emotional needs and decrease behavior incidents in the classroom.</p>	<p>School Discipline Report monitored monthly</p> <p>Discipline Incident Report, monitored monthly</p> <p>Conference Sign-In sheets, Professional Development Participant Log and/or Transcripts</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			
	2. We will assign each student in this subgroup to a mentor.	Discipline Incident Report, monitored monthly			
	3. Title 1 counselor will provide additional supports to mentor students in this subgroup.	Counselor log Suspension Data			
	4. Partnership with the Improve Your Tomorrow (IYT) organization to provide instructional supports, student supports and field trips to young men of color	IYT membership and participation rosters. Field trip request forms, permission slips, bus rosters			

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies that we implemented included the following: College and Career Day, career exploration lessons and field trips to colleges and universities. These strategies provided the following positive impacts: access to a wealth of knowledge about a variety of career paths, goal setting to explore a specific career, and additional support with goal setting at different college and university campuses

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 academic equity, opportunity, and awareness goal were used in the manner that was planned.

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.

No changes will be made to this goal for the 2023-2024 school year.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

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

To address this the school can:

Offer an increase in the percentage of students participating in the AVID elective as well as the STEM and exploring technology electives. Provide professional development on the use of AVID strategies to increase students' access to academic material. Offer career exploration as part of elective classes.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

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

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 in recent years.

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

Hanshaw Middle School's 2023-24 course request tally indicates a greater interest in STEM/STEAM courses. Our overall need is to increase the percentage of students who have access to courses and opportunities to explore careers, colleges, STEM/STEAM and career technical education pathways.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Increase the percentage of students who have access to courses and opportunities to explore careers, colleges, STEM/STEAM and career technical education pathways.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide actions listed will also address the needs of socio-economically disadvantaged and Hispanic students. 96% of Hanshaw students qualify as socio-economically disadvantaged, and 89% of Hanshaw's population is Hispanic.					
Schoolwide (SW)	1. Continue with career exploration and raise college and career awareness	Field trip request forms, permission slips, bus rosters	Field trip admission and bussing provided for student opportunities.	Title 1 Supplies and Services	4000
	2. We are looking to increase the percentage of students who are successful in the Dual Language Academy (DLA) program.	Vertical articulation with feeder school (Bret Harte) about increasing participants. DLA enrollment, grades, parent contact logs.			
	3. We would like to increase the number of DLA students who pass the Advanced Placement Spanish Language and Cultures Exam with a score of 3 or 4, by focusing on lesson design and collaboration.	Collaboration notes, agenda and sign in sheet	Collaboration with another AP teacher of the same subject	Title 1 Professional Development	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	4. Partnership with the Improve Your Tomorrow (IYT) organization to provide instructional supports, student supports and field trips to young men of color	IYT membership and participation rosters. Field trip request forms, permission slips, bus rosters			
	5. Project Lead the Way Professional Development training for STEM/STEAM teacher	Transcripts/Attendance logs			
English Learners (EL)	1. Increase of exposure to college and career technical opportunities. EL counselor will be able to provide frequent field trips with 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	School Discipline Report monitored monthly Discipline Incident Report, monitored monthly	Field trip admission and busing to locations or digital comparable activity	Title 1 Supplies and Services	4000
			Career Fair supplies	Title 1 Supplies and Services	750

	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)	Increase opportunities for SWD to access and participate in AVID, other electives, and/or utilize effective AVID strategies.	Professional Development Attendance Rosters. Staff Meeting Agendas			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Monies that were allocated for parent meetings and refreshments was spent as planned. Childcare is an asset, however, we have had difficulty securing someone to do this, so we were not able to offer childcare for meetings.

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

Most parent involvement meetings were hosted by our parent engagement and outreach department.

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.

We will continue our outreach to increase our parent involvement, and provide the opportunity for parent involvement activities at least once per quarter. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

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

To address this the school can:

The school can offer more parenting support classes in the areas of academics, accessing PowerSchool and Schoology, understanding teenagers, and empowering themselves as parents.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Partner with the Parent Outreach department and Parent Ambassador to provide staff with PD on effective communication strategies, cultural information, as well as how to engage parents in their students' education.

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

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

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

An area of strength is an increase in parent support and attendance at ELAC meetings and other parent involvement opportunities. The overall need is to increase opportunities for parents to learn about, and partner in their students' education.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase opportunities for parents to learn about and partner in their students' education.

	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)	<p>1. Trainings will be held to assist parents with understanding their student's academics. In particular, parents can be trained in PowerSchool to connect them to understanding their student's grades, classes and assignments. (ELA)</p> <p>2. Trainings will be held to assist parents with understanding their student's academics. In particular, parents can be trained in PowerSchool to connect them to understanding their student's grades, classes and assignments. (Math)</p>	Parent meeting sign in sheets, monitored quarterly	Classified staff to assist with clerical duties (sign in, set up) and supervision of event	Title 1 Parent Involvement	200
			Teacher/Certificated creation and presentation of lessons to assist parents.	Title 1 Parent Involvement	176
			Translators will be available to work additional time to assist with parent meetings and calls.(Math)	Title 1 Parent Involvement	70
			Reprographics to print copies of fliers to be sent home to parents, advertising meetings.	Title 1 Parent Involvement	350
			Refreshments will be provided at parent meetings.	Title 1 Parent Involvement	250
		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	70

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>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 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.</p>				
	<p>4. Increase teacher to parent communication so that parents are aware of what is occurring at school.(PBIS)</p>	<p>Parent communication logs</p>	<p>Clerical staff to assist with phone calls, create parent communication fliers and phone dialer.</p>	<p>Title 1 Parent Involvement</p>	<p>200</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			Reprographics to print copies of fliers to be sent home to parents informing of school data, and/or upcoming meetings.	Title 1 Parent Involvement	350
	<p>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)</p> <p>6. Educate parents on high school readiness, as well as college and career readiness.</p>	Parent sign in sheets and counselor logs	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	70
			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	250
			Development and presentation of lessons on high school, and college and career readiness.	Title 1 Parent Involvement	276
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	<p>1. Educate parents on the reclassification process and criteria.</p> <p>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.</p> <p>3. Partner with adult education to provide ESL and computer literacy classes to parents. Childcare is provided for this process.</p> <p>4. Improve Parent involvement by providing various meetings, committees, and trainings for parents regarding ELA and math curriculum and assessment. Use these meetings as an access point to improve communication and parent involvement. These meetings include EL Parent Partnership.</p> <p>5. Provide information at EL Parent Night to inform parents about ELPAC and Reclassification, as</p>	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	70
		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.(Math)	Title 1 Parent Involvement	70
			Development and presentation of ELA and math curriculum and assessment.	Title 1 Parent Involvement	275
			Refreshments provided for parent meetings.	Title 1 Parent Involvement	250
			Classified staff to assist with clerical duties (sign in, set up) and supervision of event	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
	<p>well as ELA and Math curriculum.</p> <p>6. Improve communication to parents with one-on-one phone calls regarding student performance in ELA and Math classes. Calls will be from administration, counseling staff, teachers.</p> <p>7. Provide additional translation services for Spanish Speaking parent/guardians.</p>				
	<p>8. Attendance Liaison bringing awareness to parents regarding students attendance by conducting home visits.</p> <p>9. Student Attendance Review Board and Student Attendance Review Team hearings are held for students with attendance concerns.</p> <p>10. 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	Translators will be available to work additional time parent events.	Title 1 Parent Involvement	62
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	Communication logs	Classified staff to assist with clerical duties (sign in, set up) and supervision of event	Title 1 Parent Involvement	220
		School Discipline Report monitored monthly Discipline Incident Report, monitored monthly	Refreshment purchased for parent meetings	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<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 parent meetings after school or on weekends, for events that support school goals.</p>				
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 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 so that teachers are aware and can plan strategies to meet student needs				ELA Goal 1 Math Goal 2 Attendance Goal 3
	EL Counselor (0.5)	Title 1 Positions	66731	
Healthy Start Coordinator will meet to 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 (0.3)	Title 1 Positions	36507	

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	103,238	0.00
Title 1 Professional Development	22,302	0.00
Title 1 Parent Involvement	3,659	0.00
Title 1 Certificated	0	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	85,885	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 Current Funds Provided to the School Through the Consolidated Application Current Year	\$215,084
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$215,084
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$215,084.00
Grand total budgeted including carryover from Section 11	\$215,084

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

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Evelyn 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: Diane Aguayo Term: 2022-2024 XParent Community Member	1. Name: Deborah Butler Principal
2. Name: Elisa Camarena Term: 2022-2024 XParent Community Member	2. Name: Jamie Black Term: 2022-2024 Teacher
3. Name: Liliana Ibarra Term: 2022-2023 XParent Community Member	3. Name: Jose Rios Term: 2021-2023 Teacher
4. Name: Mario Mendoza Term: 2022-2024 Student	4. Name: Tonja Jackson Term: 2022-2024 Teacher
5. Name: Cassie Espino Term: 2022-2023 Student	5. Name: Marnie Bradford Term: 2022-2023 Teacher
6. Name: Brandon Leon Term: 2022-2023 Student	6. Name: True Isabella-Lopez Term: 2021-2023 Other School Staff

Section 9 Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations before adopting this plan.

Name	Advisory Group
Marisela Mendez	English Language Advisory Council (ELAC)
Charity Cruz	Site Leadership Team (SLT)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in the district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/17/2023

Attested:

Brandon Leon	SSC Chairperson
Liliana Ibarra	SSC Vice Chairperson
True Isabella-Lopez	SSC Secretary