

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Huntington Middle School	19-64964-6022503		

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

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.

Huntington Middle School will effectively meet the ESSA requirements that align with LCAP funding through effective tiered academic interventions, supportive social emotional learning interventions and resources of all students and families, and continued collaboration with all community stakeholders.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	20
Academic Performance	21
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	39
Goal 3.....	41
Goal 4.....	51
Goal 5.....	59
Budget Summary	60
Budget Summary	60
Other Federal, State, and Local Funds	60
Budgeted Funds and Expenditures in this Plan	61
Funds Budgeted to the School by Funding Source.....	61
Expenditures by Funding Source	61
Expenditures by Budget Reference	61
Expenditures by Budget Reference and Funding Source	62
Expenditures by Goal.....	62
School Site Council Membership	63
Recommendations and Assurances	64

Instructions.....65

 Instructions: Linked Table of Contents.....65

 Purpose and Description.....66

 Stakeholder Involvement.....66

 Resource Inequities66

Goals, Strategies, Expenditures, & Annual Review67

 Annual Review68

 Budget Summary69

 Appendix A: Plan Requirements71

 Appendix B:.....74

 Appendix C: Select State and Federal Programs76

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from staff is reflected in the establishment of the school goals and in the analysis of these data. The site leadership team (consisting of Department Chairs, counselors and administration), parent stakeholder groups, such as the School Site Council, the English Language Advisory Committee, and PTA, have also had input into the school plan as well as the analysis of data.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

No less than 400 informal walkthroughs are conducted by the administration team at Huntington Middle School. Each walkthrough is quantified through data taken based on the California Standards for the Teaching Profession. Each week, administrators focus on one standard during their walkthroughs. This data is then used to determine possible needs for professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Huntington Middle School uses the California Assessment of Student Progress and Performance (CAASPP), a student's most recent grade report, and information provided through anecdotal and qualitative evidence gathered by teachers and/or other staff members to identify students at-risk of not meeting grade level academic, attendance, or behavior standards. Students who are identified at-risk receive individualized program placement which may include before or after school support classes, Student Study Team (SST), further assessment, School Attendance Review Team (SART), referral to the local School Attendance Review Board (SARB), and progressive discipline.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum embedded assessments as well as quantitative analysis of student mastery to determine which students might need additional support to gain academic success. All students are monitored on a quarterly basis through their mid-quarter progress reports and their quarter final report card. In addition, regular attendance is monitored bi-weekly and students who are referred to the office for discipline are monitored as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the school year 2017-18, all Huntington Middle School teachers were ESEA compliant, fully credentialed in the subject area taught, and certified to instruct English learners (SDAIE or CLAD).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All students have a fully credentialed, ESEA compliant teacher. All teachers use SBE-adopted instructional materials in all classes as the basis for their instruction while following all California State standards for English/Language Arts, Science, Social Studies, Math, and English Language Development. All Science teachers received training on the implementation of the Next Generation Science Standards (NGSS) through the UCLA Center X Project. Social Studies teachers were trained in the implementation of the 2016 History Social-Science Framework for grades 6-8. All teachers participate in ongoing professional development each Tuesday attending either a faculty, department or grade level meeting. Each staff member has 4 full days of self-selected professional development which is arranged in conjunction with the administration. Finally, all staff is provided 3 professional development days embedded in the school year. Many teachers also attend conferences with administrative approval.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is determined by the needs of the school site, the needs of students, and the requirements of the state. As such, for the 2017-18 school year, all science teachers receive training on the implementation of the Next Generation Science Standards (NGSS) through the UCLA Center X Project, and all social studies teachers receive training in the implementation of the 2016 History Social-Science Framework for grades 6-8. There is also continued implementing the CCSS-aligned ELA/ELD adopted materials and the McGraw-Hill Math adoption. Additionally, professional development days are used to address the above goals and other instructional issues as determined by the site leadership team, consisting of teachers and the principal. Teachers participate in workshops, faculty meetings, department meetings, grade level meetings and individualized programs as appropriate to teacher needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional development opportunities at Huntington Middle School include presenters who are outside content experts as well as our own staff members. Staff members are provided with substitute coverage to collaborate in the development and observation of units and lessons. Staff members are compensated for time spent gathering resource materials, developing model lessons and mentoring other teachers. All beginning teachers participate in the BTSA program and are provided with additional release days to work with their mentors, to observe lessons in classrooms and to be observed by their mentors. Professional Development takes place each Tuesday afternoon from 3:00 PM to 4:00 PM and during the 3 scheduled days throughout the school year. Teachers are encouraged to and supported in attending relevant content-area workshops and conferences and report back to their departments. Teachers receive ongoing support and guidance on how to identify and accommodate students with at-risk behaviors from counselors and the school psychologist. Teachers are observed and coached in a process to promote continued professional growth.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration, communication, critical thinking, creativity and continued growth is at the core of Huntington Middle Schools quest for continued improvement. Huntington Middle School teachers meet regularly in grade level and department teams. Grade level team meetings include collaboration on at-risk students as well as instructional strategies, student data analysis, and school-wide problem-solving. Department team meetings are organized by department chairs and include collaboration on curriculum alignment and articulation as well as instructional strategies, student data analysis, and school-wide problem-solving. Each department team sets goals at the beginning of the year and aligns units, lessons, activities, and assessments in order to meet those goals. During the 2017-18 school year, the English department is focused on the successful implementation of our new ELA/ELD program StudySync. Our science department is focused on learning about and beginning to transition to the Next Generation Science Standards (NGSS). Our social studies department is focused on the transition to the California Social Studies/ELD Framework.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The California Common Core State Standards, are the basis of all of our curricular and instructional decisions at Huntington Middle School. The 2014-15 adoption of the McGraw-Hill Mathematics program was a significant step forward in the alignment of our math instruction and curriculum materials to the Common Core state standards in mathematics. During the summer of 2016, our teachers were trained on and collaborated in developing their understanding and planning for the implementation of our newly adopted ELA/ELD curriculum. Science teachers will work together throughout the 2017-18 school year with the NGSS to align curriculum, as well as develop units, lessons, labs and other activities.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Huntington Middle School students attend 6 grade-level appropriate classes per day covering English, mathematics, science, social studies, physical education, and an elective of their choice. Each class is 50 minutes each. Additionally, some students elect to take an additional elective course during the zero period (7:05 AM - 7:55 AM). Moreover, some students by virtue of aptitude take honors courses throughout the school day. The school year is 180 days long and contains 12 minimum days where periods are reduced to 30 minutes each.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers meet regularly to establish calendars to keep pacing on schedule with completion of all requirements as the final goal. Moreover, all testing and major projects are shared via online calendars to appropriately pace student expectations. Additionally, students not meeting standards are enrolled in after school support classes and, when possible, enrolled in courses during the school day to support their identified need. Students are also moved to and from honors and grade level courses in the first quarter of school to ensure placement is correct for the student.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are standards based and are available to every student in the class. Additionally, all students have a copy of the text in each class to keep at home.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Specialized Academic Instruction and English Language Development students all have the opportunity to receive appropriate subject area SBE-adopted and standard aligned texts and support materials appropriate to their instructional level.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Student Success Team (SST) is the process used to discover and address student needs. It is a problem-solving body comprised of an administrator, counselors, teachers, parents, and of students themselves, that works together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources, and monitor regular education interventions. Grade level teams meet regularly to assess student progress and determine next support steps including recommendations for SST. The counselor is assigned to create interventions and provide support to underachieving students. Courses in Math and English have been created to provide instructional support for students not proficient in grade level curriculum. Students with English language learning needs are provided with special intensive courses to support them in learning English (ELD). Other courses are designed to address personalized learning needs due to learning or other disabilities with specific IEPs that outline services in mainstream and Specialized Instruction classes. A special education Community-Based Instruction (CBI) program meets the needs of more significantly challenged students. Help along the way is an important key to student success. Many teachers provide before school, lunch time and after school, help to individually address a student's needs as appropriate.

Evidence-based educational practices to raise student achievement

The administrative team throughout the District establishes baseline expectations of acceptable teaching practices and then evaluates teachers based on those best practices. These are codified in the collective bargaining agreement and are evaluated in alignment with state of California Education Code.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The HMS PTA and parents provide strong support through volunteer hours and generous financial support for programs at our school that support all students. PTA funds and supports our implementation of technology that allows us to have available programs. Summer school programs are offered to our students by PTAffiliates that provide students additional opportunities to learn math, reading and writing skills. The SMUSD offers remedial reading, writing, math and ELD classes for students in the summer. San Marino Public Library supervises students after school who need a place to do homework, use the internet, read for pleasure and have access to research materials after school every day. The library also sponsors a summer reading program and weekly read aloud program for preschool students. San Marino Recreation Department and the San Marino Chinese Club offer daily after school programs for students including the San Marino Chinese School Program. These after school programs provide enrichment learning opportunities in a child's area of interest as well as homework support and skill instruction. San Marino Rotary Club sponsors mini-grants to teachers for special projects. HMS PTA provides generous support to teachers for classroom budgets to purchase instructional materials designed to meet a variety of student levels in their classrooms. San Marino Community Athletics Association (SMCAA) and the San Marino National Little League (SMNLL) promote the positive community aspects of sports participation by teaching and modeling good sportsmanship and providing a high level of physical activity for our students. SMCAA and SMNLL strive to build a community spirit and strengthen the ties for our youth to our school and district. High school athletes volunteer at the youth camps and help to develop positive relationships between our students and their community and school. The SMCAA and SMNLL also donate time and money to the improvement of our own school's athletic fields- helping us create a positive learning environment and beautiful campus that all of our students can be proud of.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Huntington Middle School Site Council, composed of certificated and classified staff, parents and the PTA president and treasurer, is the governance body that approves the implementation of consolidated application programs, the Single Plan for Student Achievement, categorical funding, ELAC and the Comprehensive School Safety Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All federal and state grant funding resides at the District Office and is used to fund programs and positions which support the District's LCAP goals.

Fiscal support (EPC)

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 SPSA and Annual Review and Update

The School Site Council actively participate in the planning, review, update, and approval of the Single Plan for Student Achievement on an annual basis. Members of the School Site Council (SSC) are elected by their peers and represent all stakeholder groups including parents, teachers, para-professionals, and students. School administration provide information to the council regarding the needs of the school.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	0.14%	0%	1	1	0
African American	0.81%	0.71%	0.59%	6	5	4
Asian	56.78%	55.86%	56.51%	419	391	382
Filipino	2.03%	2.57%	2.07%	15	18	14
Hispanic/Latino	7.99%	8.43%	7.54%	59	59	51
Pacific Islander	0.14%	%	0.15%	1		1
White	22.76%	23.14%	22.78%	168	162	154
Multiple/No Response	0.14%	0.14%	10.21%	1	1	1
Total Enrollment				738	700	676

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	220	244	215
Grade 7	233	229	233
Grade 8	285	227	228
Total Enrollment	738	700	676

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	63	72	42	8.5%	10.3%	6.2%
Fluent English Proficient (FEP)	252	221	234	34.1%	31.6%	34.6%
Reclassified Fluent English Proficient (RFEP)	20	0	30	32.8%	0.0%	41.7%

Conclusions based on this data:

1. The EL population does vary from year to year, however, they do become proficient in the English language,
2. Though the EL population is 10% or less, HMS does see growth in their reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	213	219	238	206	210	227	206	210	227	96.7	95.9	95.4
Grade 7	273	228	222	258	220	216	258	220	216	94.5	96.5	97.3
Grade 8	279	288	223	261	276	219	261	276	219	93.5	95.8	98.2
All	765	735	683	725	706	662	725	706	662	94.8	96.1	96.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2624.	2635.	2631.	62.62	63.33	63.44	27.18	26.19	27.31	4.37	7.14	6.17	5.83	3.33	3.08
Grade 7	2644.	2634.	2649.	51.16	51.36	57.87	39.15	32.73	31.48	4.65	8.18	6.02	5.04	7.73	4.63
Grade 8	2661.	2631.	2647.	52.87	40.22	49.32	35.25	38.04	33.79	9.58	11.96	9.59	2.30	9.78	7.31
All Grades	N/A	N/A	N/A	55.03	50.57	56.95	34.34	32.86	30.82	6.34	9.35	7.25	4.28	7.22	4.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	57.28	68.10	63.88	35.44	25.24	29.96	7.28	6.67	6.17
Grade 7	59.69	57.73	58.80	32.17	30.91	33.33	8.14	11.36	7.87
Grade 8	65.13	52.90	58.45	28.35	32.61	31.51	6.51	14.49	10.05
All Grades	60.97	58.92	60.42	31.72	29.89	31.57	7.31	11.19	8.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	68.93	70.95	64.76	23.79	24.76	30.84	7.28	4.29	4.41
Grade 7	68.22	60.91	69.44	26.36	30.45	27.78	5.43	8.64	2.78
Grade 8	62.84	52.54	51.14	32.57	37.32	41.55	4.60	10.14	7.31
All Grades	66.48	60.62	61.78	27.86	31.44	33.38	5.66	7.93	4.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.15	48.57	51.54	51.46	48.57	44.93	3.40	2.86	3.52
Grade 7	35.27	31.82	35.65	62.02	60.00	61.11	2.71	8.18	3.24
Grade 8	45.98	37.68	38.36	51.34	56.52	57.53	2.68	5.80	4.11
All Grades	41.93	39.09	41.99	55.17	55.24	54.38	2.90	5.67	3.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	73.79	80.48	68.28	21.36	16.67	29.07	4.85	2.86	2.64
Grade 7	66.28	63.64	64.35	31.01	28.18	30.56	2.71	8.18	5.09
Grade 8	65.13	52.17	59.36	32.18	39.13	33.33	2.68	8.70	7.31
All Grades	68.00	64.16	64.05	28.69	29.04	30.97	3.31	6.80	4.98

Conclusions based on this data:

- Grade level trends are more notable than schoolwide trends in the last three years. At 6th grade, there is a three-year trend of an increasing percentage of students tested scoring at the Above Standard level in reading, writing, and research/inquiry claims. At 7th grade, there is slight trend downward in reading, writing, and research/inquiry claims. In 8th grade, there was a one year increase in similar gains two years ago, and a noticeable decrease in those claims in the last year. Schoolwide, the percent of students scoring in the Below Standards level remains lower than the total number of identified at-risk students for the year in all claims. At 6th grade, the percent of students who are At or Near Standard for all claims is decreasing in reading, writing, and research/inquiry claims. At 7th and 8th grade, the percent of students who are At or Near Standard for all claims is increasing in reading, writing, and research/inquiry claims. In the last year, more 7th and 8th grade students have fallen into the At or Near Standards and Below Standards ranges. Grade 6 is showing a steady improvement in overall scale score for ELA, while grade 7 and grade 8 showed a decrease in overall scale scores from 16-17 to 17-18.
- The listening claim continues to be the lowest scoring claim schoolwide. However, grades 6 demonstrated growth over the past three years in both reducing the percent of students scoring in the Below Standard range and increasing the percent of students scoring in the Above Standards range. Fewer students scored at the Above Standard level in listening for grade 7 and grade 8.
- Cohort trends are showing that as students move from 6th to 8th grade the percent of students in the Above Standards level has had a net decline. 6th grade students in the Below Standard level have generally decreased over three years while the percentage of 7th and 8th graders in this level has steadily increased. The percentage of 7th and 8th graders scoring in the Above Standards level has declined in the last year. These are trends that demand in depth analysis to bring about a correction in the coming year and beyond. (Open enrollment for honors 7th and 8th grade English occurred in 16-17.)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	213	219	238	208	217	233	208	217	233	97.7	99.1	97.9
Grade 7	273	228	222	266	222	220	266	222	220	97.4	97.4	99.1
Grade 8	279	288	223	272	283	220	272	283	220	97.5	98.3	98.7
All	765	735	683	746	722	673	746	722	673	97.5	98.2	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2623.	2643.	2644.	60.58	74.19	66.95	22.12	14.29	20.60	12.98	7.83	9.87	4.33	3.69	2.58
Grade 7	2651.	2655.	2672.	62.03	66.22	72.27	19.55	16.22	18.18	13.16	13.51	7.73	5.26	4.05	1.82
Grade 8	2674.	2656.	2648.	66.54	57.60	57.27	16.54	20.14	18.18	10.29	14.13	12.73	6.62	8.13	11.82
All Grades	N/A	N/A	N/A	63.27	65.24	65.53	19.17	17.17	19.02	12.06	12.05	10.10	5.50	5.54	5.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	64.42	77.42	73.39	27.88	17.51	21.03	7.69	5.07	5.58
Grade 7	72.56	69.82	80.45	18.05	23.42	16.36	9.40	6.76	3.18
Grade 8	67.28	60.78	56.82	24.26	27.21	28.18	8.46	12.01	15.00
All Grades	68.36	68.56	70.28	23.06	23.13	21.84	8.58	8.31	7.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	61.06	76.04	66.95	32.21	19.82	29.61	6.73	4.15	3.43
Grade 7	64.66	67.12	73.64	28.20	27.48	22.73	7.14	5.41	3.64
Grade 8	68.75	61.13	60.45	26.10	32.16	29.55	5.15	6.71	10.00
All Grades	65.15	67.45	67.01	28.55	27.01	27.34	6.30	5.54	5.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	60.58	67.74	65.67	32.69	26.73	29.18	6.73	5.53	5.15
Grade 7	60.15	68.02	67.73	34.21	27.93	29.55	5.64	4.05	2.73
Grade 8	64.34	55.48	49.55	30.88	36.40	41.36	4.78	8.13	9.09
All Grades	61.80	63.02	61.07	32.57	30.89	33.28	5.63	6.09	5.65

Conclusions based on this data:

1. Huntington Middle School shows a relative weakness in Communicating Reasoning when compared to Problem Solving & Modeling/Data Analysis. In the claim area of Concepts & Procedures 6th grade scores trended upward across three consecutive years with an increase of 13% in the Above Standard level. 7th grade scores remained fairly constant over three years in all levels. The 8th grade scores trended downward by 12% in the Above Standard level last year from the preceding year. This 8th grade percentage of students increased in the Below Standard Level in all three claims across three years.
2. Huntington Middle School shows a consistent overall percentage of students scoring in the Above Standard level in all claims with slight gains in two claims. However, gains in 6th grade scores compensate for overall declines in 7th and 8th grade in the last year.
3. In 2017-18, 8th Grade declined overall in the percentage of students scoring "Above Standard" in all three claims. One possible reason for this is that few 8th graders actually take Math 8 which covers 8th grade math standards. Some students are in Honors Algebra and many more are in Algebra. This group of students covered many 8th grade standards in Math 7 Accelerated and may not have retained the knowledge when tested a year later. The majority of 8th graders are learning high school math standards during their 8th grade year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1584.8	1608.5	1582.7	1599.6	1586.2	1616.8	21	19
Grade 7	1553.1	1630.0	1551.6	1626.3	1554.1	1633.2	17	23
Grade 8	1599.2	*	1588.7	*	1609.4	*	30	9
All Grades							68	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	71.43	57.89	*	31.58	*	5.26	*	5.26	21	19
7	*	60.87	*	21.74		13.04	*	4.35	17	23
8	73.33	*	*	*	*	*	*	*	30	*
All Grades	69.12	62.75	*	23.53	*	9.80	*	3.92	68	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	78.95	*	10.53	*	5.26	*	5.26	21	19
7	70.59	65.22	*	17.39		8.70	*	8.70	17	23
8	76.67	*	*	*	*	*	*	*	30	*
All Grades	66.18	68.63	19.12	17.65	*	7.84	*	5.88	68	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.90	52.63	*	21.05	*	21.05	*	5.26	21	19
7	*	60.87	*	13.04	*	21.74	*	4.35	17	23
8	70.00	*	*	*	*	*	*	*	30	*
All Grades	64.71	58.82	*	15.69	*	21.57	*	3.92	68	51

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	57.89	*	31.58	*	10.53	21	19
7	64.71	52.17	*	39.13	*	8.70	17	23
8	76.67	*	*	*	*	*	30	*
All Grades	64.71	54.90	26.47	35.29	*	9.80	68	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	71.43	63.16	*	31.58	*	5.26	21	19
7	76.47	65.22	*	21.74	*	13.04	17	23
8	76.67	*	*	*	*	*	30	*
All Grades	75.00	64.71	16.18	27.45	*	7.84	68	51

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.90	52.63	*	26.32	*	21.05	21	19
7	*	69.57	*	4.35	*	26.09	17	23
8	70.00	*	*	*	*	*	30	*
All Grades	64.71	64.71	*	13.73	20.59	21.57	68	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	73.68	52.38	21.05	*	5.26	21	19
7	*	30.43	*	69.57	*	0.00	17	23
8	60.00	*	*	*	*	*	30	*
All Grades	50.00	41.18	42.65	56.86	*	1.96	68	51

Conclusions based on this data:

1. The majority of students who participate in the English Language program at HMS are scoring in the "Well Developed" or "Level 4" range across all the domains.
2. Beginning students who participate in the English Academy block class receive additional support in content language which has produced strong scores in the Listening, Speaking, and Reading domains.
3. The 42.65% of EL students scored in the "Somewhat/Moderately" category of the Writing Domain. Writing is the area of relative weakness with our EL population.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	6.1	10.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	10.3
Homeless	1	0.1
Socioeconomically Disadvantaged	43	6.1
Students with Disabilities	64	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7
American Indian	1	0.1
Asian	391	55.9
Filipino	18	2.6
Hispanic	59	8.4
Two or More Races	63	9.0
White	162	23.1





Conclusions based on this data:

1. Asian students formed the largest demographic group at 56.8%. Caucasian students represented 22.8% of enrollment.
2. Huntington had a small group of English Language Learners who represent 8.5% of student enrollment.
3. Huntington had a small group of students with disabilities who represent 8.5% of student enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Yellow
Mathematics  Blue		

Conclusions based on this data:

1. Huntington Middle School has green and blue ratings in all performance categories.
2. ELA and Chronic Absenteeism fell into the green range. Chronic absenteeism is an area to keep an eye on as many families in our school often extend vacations into school days.
3. Analysis of ELA scores is essential to determine reason for decline in 2017-18.

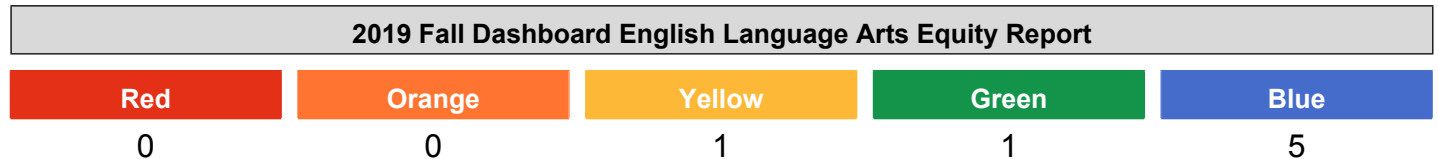
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 91.2 points above standard Increased ++10.5 points 664	 Green 44.4 points above standard Increased ++13.3 points 107	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 79.8 points above standard Increased Significantly ++25.1 points 47
		 Yellow 20.8 points below standard Increased Significantly ++24.6 points 62		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 98.6 points above standard Maintained ++2.6 points 370	Filipino  No Performance Color 112.6 points above standard 18
Hispanic  Blue 57.8 points above standard Increased ++11 points 56	Two or More Races  Blue 83.3 points above standard Increased ++7 points 62	Pacific Islander  No Performance Color 0 Students	White  Blue 89.4 points above standard Increased Significantly ++27.9 points 151

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 8.8 points above standard Increased Significantly ++31.2 points 52	Reclassified English Learners 78.1 points above standard Maintained -2.7 points 55	English Only 93.9 points above standard Increased Significantly ++15.6 points 395
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Conclusions based on this data:

1. The greatest decline was noted in the scores of White students at a decrease of 20.4%. Asian students scores declined by 10.6%. Scores of students of Two or More Races declined by 18.4%. Green ratings were earned in all three categories.
2. The scores of Hispanic students maintained a blue rating.
3. It is interesting to note that the scores of English Learners and Reclassified English Learners increased while the scores of their English Only counterparts declined by 12.2% in 2017-18.

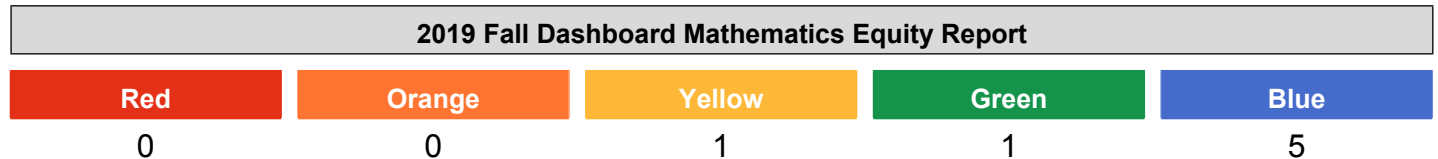
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 85.1 points above standard Increased ++4.4 points 664	English Learners  Blue 82.7 points above standard Increased ++13 points 107	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Blue 81.3 points above standard Increased Significantly ++22.4 points 47	Students with Disabilities  Yellow 33.7 points below standard Increased Significantly ++29.3 points 62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 109 points above standard Maintained ++0.4 points 370	Filipino  No Performance Color 80.2 points above standard 18
Hispanic  Green 24.1 points above standard Increased ++14.5 points 56	Two or More Races  Blue 64.7 points above standard Maintained -0.5 points 62	Pacific Islander	White  Blue 62.5 points above standard Increased Significantly ++15.3 points 151

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 79.1 points above standard Increased Significantly ++31.9 points 52	Reclassified English Learners 86 points above standard Declined -4.5 points 55	English Only 73.8 points above standard Increased ++8.7 points 395
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Conclusions based on this data:

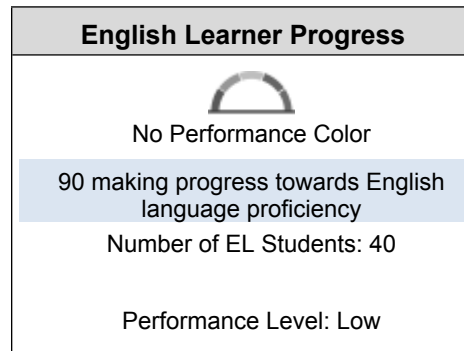
1. Scores for all student groups maintained or increased except students with disabilities who performed 25.9% below standard which was a decline of 8.3 points.
2. Students of all ethnicities performed in the green and blue bands on the dashboard. Asian students and students of two or more races maintained their performance scores compared to the previous year. White and Hispanic students declined in performance scores by 11.9% and 12.9% respectively.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.5	7.5	47.5	42.5

Conclusions based on this data:

1. English Language Learners at Huntington Middle School have made excellent strides in English acquisition as nearly 70% of our students scored on Level 4/Well Developed. The addition of English Academy class this year enables students on levels 1-3 to have a second block of language support to aide English language acquisition.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

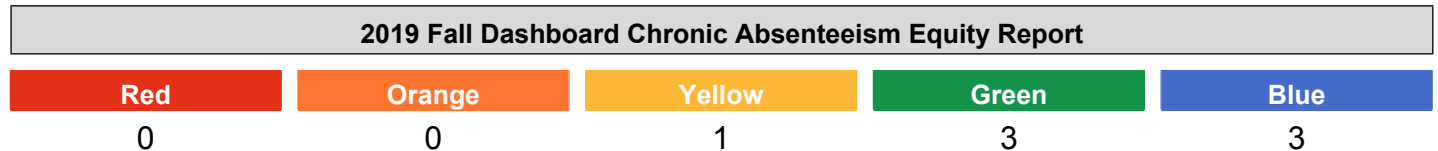
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Blue 2 Declined -0.7 709	English Learners  Blue 0 Declined -5.6 73	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Blue 2 Declined -4.2 51	Students with Disabilities  Green 2.9 Declined -1.5 68

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Blue 0.8 Declined -0.9 395	Filipino  No Performance Color 0 Maintained 0 18
Hispanic  Green 3.4 Declined -1.7 59	Two or More Races  Yellow 3 Increased +1.6 66	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Green 4.2 Declined -0.5 165

Conclusions based on this data:

- Overall, HMS reports good attendance rates, however, chronic absenteeism of White and Hispanic students falls into yellow and orange bands with a 4.8% and 5.1% increase respectively.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

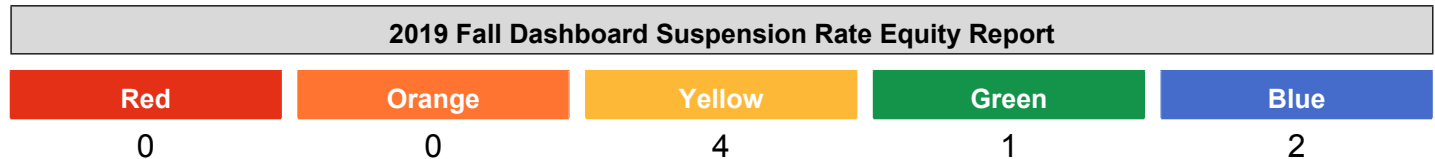
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.6 Increased +0.6 712	English Learners  Yellow 1.3 Increased +1.3 75	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not 1	Socioeconomically Disadvantaged  Blue 0 Maintained 0 51	Students with Disabilities  Yellow 1.4 Increased +1.4 69

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Green 0.3 Increased +0.3 397	Filipino  No Performance Color 0 Maintained 0 18
Hispanic  Blue 0 Maintained 0 59	Two or More Races  Yellow 1.5 Increased +1.5 66	Pacific Islander	White  Yellow 1.2 Increased +1.2 166

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.6

Conclusions based on this data:

- All 489000 incidents of were handled with alternative means of correction in 2017-18. Measures included counseling, social and emotional instruction, and family supports. No students were suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions of Learning

LEA/LCAP Goal

Huntington Middle School will continue to hire, train, and retain the best most highly effective, fully credentialed and appropriately assigned teachers and staff as well as ensuring a safe, secure, effective and engaging learning environment by providing students access to the latest and best equipment and facilities, and by providing students and staff members access to world-class tools and resources including standards-aligned instructional materials.

Goal 1

Huntington Middle School will ensure a safe, secure, effective and engaging learning environment by providing students highly trained and prepared teachers with access to the latest and best standards-aligned curriculum, equipment, and facilities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	Overall rating is "Good"	Maintain overall rating of "Good"
School Site Safety Audit	2019-2020 School Site Safety has 14 Priority 1's, 15 Priority 2's, and 9 Priority 3.	To eliminate all Priority 1, 2, and 3's for the coming school year.
Hire and retain qualified and highly skilled staff	All staff are fully and appropriately credentialed.	All staff will be fully credentialed per the California Department of Education.
Comprehensive School Safety Plan (CSSP)	The CSSP has not been updated as the writing of this document	By the end of the 2020-21 school year the CSSP will have been updated and approved by the SMUSD, SSC, and local city officials.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will continue to implement the StudySync ELA/ELD curriculum across all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ELA/ELD Department Meetings
1000	Donations 1000-1999: Certificated Personnel Salaries Curriculum Planning Days
1000	Donations 1000-1999: Certificated Personnel Salaries Professional Development Days
5,000.00	Donations 4000-4999: Books And Supplies Student Learning Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will continue the implementation of the California Next Generation Science Standards in all science curriculums across all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Science Department Meetings/Planning
1,246.00	Donations LACOE Framework Adoption Workshop
1,500.00	Donations 5800: Professional/Consulting Services And Operating Expenditures UCLA Center X Training

5,000.00

Donations
4000-4999: Books And Supplies
Student Learning Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will continue the integration of the California Framework for Social Studies/ELD in all social studies curriculums across all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Social Studies Department Meetings
1000	Donations 1000-1999: Certificated Personnel Salaries Curriculum Planning Days
5,000.00	Donations 1000-1999: Certificated Personnel Salaries Professional Development/Framework Conference Attendance
5,000.00	Donations 4000-4999: Books And Supplies Student Learning Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will continue the refinement of the implementation of the California CCSS through collaboration and shared decision making and the use of the McGraw Hill Mathematics curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Math Department Meetings
1000	Donations 1000-1999: Certificated Personnel Salaries Curriculum Planning Days
1000	Donations 1000-1999: Certificated Personnel Salaries Professional Development Days
5,000.00	Donations 4000-4999: Books And Supplies Student Learning Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in VAPA Programs

Strategy/Activity

HMS will enhance the development of its Visual and Performing Arts (VAPA) programs through collaboration and shared decision making within the department.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	VAPA Department Meetings
1000	Donations 1000-1999: Certificated Personnel Salaries Curriculum Planning Days
1000	Donations 1000-1999: Certificated Personnel Salaries Professional Development Days
18,975	Lottery: Instructional Materials 4000-4999: Books And Supplies Student Learning Supplies
8,000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Student Learning Services
6,800.00	Donations

	5000-5999: Services And Other Operating Expenditures SMART Music Service
18,000.00	Donations 4000-4999: Books And Supplies Student Learning Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

HMS will continue the implementation of the co-teaching model of integrated instruction with special education students in the general education setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Special Education Department Meetings
1000	Donations 1000-1999: Certificated Personnel Salaries Curriculum Planning Days
1000	Donations 1000-1999: Certificated Personnel Salaries Professional Development Days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will earn an overall rating of "Exemplary" on their Facility Inspection Tool. Any individual areas rated below "Exemplary" will be addressed through shared decision making at the site level in collaboration with the SMUSD Maintenance and Operations department.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Faculty Meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will reduce the total number of Priority 1 and Priority 2 findings by 10% from the previous year on the School Site Safety Audit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Faculty Meetings

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain 1:1 levels of student access to technology through devices at each school site through identification of need by staff and technology media specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,000

Donations
4000-4999: Books And Supplies
Purchase of 60 new devices

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain a safe and secure learning environment as evidenced by the appropriate supervision of students at unstructured times throughout the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Site Formula Funds 2000-2999: Classified Personnel Salaries Noon Duty Aides

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Outcomes

LEA/LCAP Goal

San Marino Unified School District will ensure that all students experience academic progress and success by equipping them with 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking, and civic responsibility needed to ensure that all students graduate from San Marino High School (SMHS) are college and career ready.

Goal 2

Huntington Middle School will ensure that all students experience academic progress and success by equipping them with the 21st Century learning skills and experiences in creativity, communication, collaboration, critical thinking and civic responsibility needed to ensure that all students promote ready for high school.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress for English Language Arts (CAASPP ELA)	The CAASPP ELA was not administered in 2020 due to COVID-19 school closure.	The percentage of students meeting or exceeding the standard in ELA will be at 85% or above for all those tested.
California Assessment of Student Performance and Progress for Mathematics (CAASPP Mathematics)	The CAASPP Math was not administered in 2020 due to COVID-19 school closure.	The percentage of students meeting or exceeding the standard in Math will be at 90% or above for all those tested.
English Language Proficiency Assessments for California (ELPAC)	The ELPAC was not administered in 2020 due to COVID-19 school closure.	The percentage of English Learner students earning Level 3 or Level 4 on the ELPAC will be at 85% or above for all those tested.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will provide supplemental instrucion in the areas of English and mathematics for students demonstating a need as identified though grades earned in their current mathematics and English courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40000	District Funded 0001-0999: Unrestricted: Locally Defined After School Support Classes
1000	Donations 4000-4999: Books And Supplies instructional Support Materials

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Pupil Engagement

LEA/LCAP Goal

The San Marino Unified School District will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Goal 3

Huntington Middle School will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure growth and improvement of students' sense of school connectedness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Risk/Threat Assessments	The HMS Staff report conducting 9 Risk/Threat Assessments for the 2019-2020 school year.	While we would like to see a reduced number of risk/threat assessments due to the nature of the school closures and local lockdowns as a result of the pandemic we expect to see an increase in the number of overall referrals.
Drop out	The middle school dropout rate remained at 0% in 2019.	The middle school dropout rate will remain at 0% in 2021.
Suspension Rate 2019 The suspension rate will be 1%.	The suspension rate was 0.4% in 2019-2020.	The suspension rate will remain at or below 1% in 2021.
Chronic Absenteeism	The chronic absenteeism rate is	The
California Healthy Kids Survey - Key Indicators of School Climate 2017-18 The average percent of SMUSD students who will indicate the	The average percent of HMS 7th grade students who indicated "Strongly Agreed or "Very Much True" with the following statements on the 2017-18 Healthy Kids Survey: School Connectedness 27%	The average percent of HMS 7th grade students who indicated "Strongly Agreed or "Very Much True" with the following statements on the 2018-19 Healthy Kids Survey: School Connectedness 32%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
following on the 2017-18 California Healthy Kids Survey will be: School Connectedness 65% Academic Motivation 45% Caring Adult Relationships 43% Meaningful Participation 18% Safe at School 82%	Academic Motivation 42% Caring Adult Relationships 28% Meaningful Participation 12% Safe at School 68%	Academic Motivation 47% Caring Adult Relationships 33% Meaningful Participation 17% Safe at School 73%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain the overall attendance rate at or above 98%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Quarterly Parent Attendance Notices
	Quarterly SART Meetings (as needed)
	Quarterly SARB Meetings (as needed)
	Student Attendance Monitoring
	Health Plans (as needed)

	504 Plan (as needed)
	Increase accessible information in PowerSchool
	Student Study Team (SST) Meetings (as needed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain the middle school dropout rate at 0%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent communication regarding withdrawals
	Clean data in PowerSchool
	504 Plan (as needed)
	Health Plans (as needed)
	Student Study Team (SST) Meetings (as needed)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain our suspension rate of less than 1%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counseling Services
3,000.00	Site Formula Funds 4000-4999: Books And Supplies Student Medallions
	Student Conferences
	Parent Communication
	Student Study Team (SST) Meetings (as needed)
	Other means of correction

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will maintain the middle school expulsion rate at 0%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counseling Services
3,000.00	Site Formula Funds

	4000-4999: Books And Supplies Student Medallions
	Student Conferences
	Parent Communication
	Student Study Team (SST) Meetings (as needed)
	Other means of correction

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased student school connectedness as evidenced on the California Healthy Kids Survey through the Key Indicator of, School Engagements and Supports: Meaningful Participation, with an increase from 20% to 25%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Counseling Services
500.00	Site Formula Funds 4000-4999: Books And Supplies Red Ribbon Week
600.00	Site Formula Funds 4000-4999: Books And Supplies Good Citizenship Breakfast
8,333.33	Parent-Teacher Association (PTA) 0001-0999: Unrestricted: Locally Defined After School Athletics Program
3,000.00	Site Formula Funds 4000-4999: Books And Supplies

	Student Medallions
	Anonymous Incident Reporting Form
4,000.00	District Funded 0000: Unrestricted Safe Schools Ambassadors (SSA)
2,600.00	Donations 2000-2999: Classified Personnel Salaries After School Homework Club
5,000.00	Donations 0000: Unrestricted Where Everybody Belongs (WEB)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased student school connectedness as evidenced on the California Healthy Kids Survey through the Key Indicator of, School Safety and Substance Use: Experienced any Harassment or Bullying with a decrease from 28% to 23%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PTA Noontime Fun Activities
	Red Ribbon Week
600.00	Site Formula Funds 4000-4999: Books And Supplies Good Citizenship Breakfast
8,333.33	Parent-Teacher Association (PTA) 0000: Unrestricted After School Athletics Program
3,000.00	Site Formula Funds 4000-4999: Books And Supplies Student Medallions

	Anonymous Incident Reporting Form
5,000.00	Donations 0000: Unrestricted Where Everybody Belongs (WEB)
4,000.00	District Funded 0000: Unrestricted Safe Schools Ambassadors (SSA)
1,000.00	ASB 0001-0999: Unrestricted: Locally Defined ASB Noon Competitions, Music, Dances

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased student school connectedness as evidenced on the California Healthy Kids Survey through the Key Indicator of, School Engagements and Supports: Experienced chronic sadness/hopelessness, with a decrease from 16% to 11%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Counseling Services
	Red Ribbon Week
600.00	Site Formula Funds 4000-4999: Books And Supplies Good Citizenship Breakfast
8,333.34	Parent-Teacher Association (PTA) 0000: Unrestricted After School Athletics Program
3,000.00	Site Formula Funds 4000-4999: Books And Supplies Student Medallions
	Anonymous Incident Reporting Form

5,000.00	Donations 0000: Unrestricted Where Everybody Belongs (WEB)
4,000.00	District Funded 0000: Unrestricted Safe Schools Ambassadors (SSA)
1,000.00	ASB 0001-0999: Unrestricted: Locally Defined ASB Noon Competitions, Music, Dances

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

HMS will host a career week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Faculty Meetings

Partner with PTA

Community Volunteers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school climate as evidenced on the California School Staff Survey through the Key Indicator of, Student Learning Environment: Encourages opportunities for students to decide things, with an increase from 19% to 24%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Student Representative School Site Council
5,000.00	Donations 0000: Unrestricted Where Everybody Belongs (WEB)
4,000.00	District Funded 0000: Unrestricted Safe Schools Ambassadors (SSA)
	Associated Student Body (ASB)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school climate as evidenced on the California School Staff Survey through the Key Indicator of, Staff Working Environment: Promotes trust and collegiality among staff, with an increase from 16% to 21%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Faculty Meetings
500.00	Parent-Teacher Association (PTA) 0000: Unrestricted Teacher Appreciation Week - PTA
500.00	Parent-Teacher Association (PTA) 0000: Unrestricted Teacher Appreciation Luncheons - PTA
300.00	Donations 0000: Unrestricted Staff Snack Break - Pot Luck
	Faculty Meetings

	Leadership Meetings
400.00	Donations 0000: Unrestricted Holiday Celebrations - Social Committee

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school climate as evidenced on the California School Staff Survey through the Key Indicator of, Student Discipline and Support: Emphasizes helping students with social, emotional, behavioral problems, with an increase from 17% to 22%.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Faculty Meeting
	Suicide Prevention Training
	Psychologist Inservice with Staff
	Mandated Reporter Training
	Counseling Services
	Social Emotional Instruction Training/School Psychologist

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent, Staff Engagement

LEA/LCAP Goal

The San Marino Unified School District will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision making at all levels.

Goal 4

Huntington Middle School will promote opportunities for shared and distributed leadership and expanded transparent communication amongst school and community members through active involvement in decision making at all levels.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The average percent of SMUSD parents who will indicate they strongly agreed or agreed to the following on the 2017-18 California School Parent Survey will be: School allows input and welcomes parents' contributions. 81% School encourages me to be an active partner with the school in educating my child. 85% School actively seeks the input of parents before making important decisions. 59% Parents feel welcome to participate at this school. 85% School staff treat me with respect. 94% School staff take parent concerns seriously. 83% School staff are helpful. 90%	The average percent of HMS parents who will indicate they strongly agreed or agreed to the following on the 2017-18 California School Parent Survey were: School allows input and welcomes parents' contributions. 84% School encourages me to be an active partner with the school in educating my child. 85% School actively seeks the input of parents before making important decisions. 68% Parents feel welcome to participate at this school. 84% School staff treat me with respect. 95% School staff take parent concerns seriously. 82% School staff are helpful. 89%	The average percent of HMS parents who will indicate they strongly agreed or agreed to the following on the 2018-19 California School Parent Survey will increase by 2% in each category.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The average percent of SMUSD staff who indicate they strongly agreed or agreed to the following on the 2017-18 California School Staff Survey will remain at or above the following:</p> <p>School Encourages Parental Involvement 96%</p> <p>School Encourages Parental Partnership in Child's Education 96%</p> <p>Teachers Communicate with Parents about Academic Expectations 97%</p> <p>Parents Feel Welcome to Participate at School 98%</p> <p>School Staff Take Parents' Concerns Seriously 98%</p>	<p>The average percent of HMS staff who indicated they strongly agreed or agreed to the following on the 2017-18 California School Staff Survey will remain at or above the following:</p> <p>School Encourages Parental Involvement 100%</p> <p>School Encourages Parental Partnership in Child's Education 96%</p> <p>Teachers Communicate with Parents about Academic Expectations 93%</p> <p>Parents Feel Welcome to Participate at School 98%</p> <p>School Staff Take Parents' Concerns Seriously 100%</p>	<p>Continue the average percent of HMS staff who indicate they strongly agree or agree to the following on the 2018-19 California School Staff Survey will remain at or above the current levels.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased parent school connectedness as evidenced on the California School Parent Survey through the Key Indicator of, Academic Orientation and Participation: School actively seeks the input of parents before making important decisions 68% to 73% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Weekly Fox Facts

Monthly Meetings with the Principal

	Quarterly SSC Meetings
	Quarterly ELAC Meetings
	PfA Partnership
	SMUSD App
	Social Media
	PTA Association Meetings
	CHYA Adoption Committee
	NGSS K-8 Adoption Committee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased parent school connectedness as evidenced on the California School Parent Survey through the Key Indicator of, Academic Orientation and Participation: School has adults that really care about students, with an increase from 85% to 90% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Weekly Fox Facts

	Monthly Meetings with the Principal
	SST Meetings
	Quarterly ELAC Meetings
	PTA Association Meetings
	SMUSD App
	Social Media

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased parent school connectedness as evidenced on the California School Parent Survey through the Key Indicator of, Parental Involvement: School encourages me to be an active partner with the school in educating my child, with an increase from 84% to 89% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Weekly Fox Facts
	Monthly Meetings with the Principal
	Quarterly SSC Meetings

	Quarterly ELAC Meetings
	PTA Association Meetings
	SMUSD App
	Social Media
	5th Grade Parent Information Night
	Back to School Nght
	Career Week Presentations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school connectedness as evidenced on the California School Staff Survey through the Key Indicator of, Student Learning Environment: School uses objective data in decision-making, with an increase from 86% to 91% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Leadership Meetings
	Monthly Meetings with the Principal
	Quarterly SSC Meetings

	Quarterly ELAC Meetings
	PTA Association Meetings
	SMUSD App
	Social Media

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school connectedness as evidenced on the California School Staff Survey through the Key Indicator of, Staff Working Environment: Promotes trust and collegiality among staff, with an increase from 86% to 91% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Weekly Fox Facts
	Weekly Principal Email
	Quarterly SSC Meetings
	Quarterly ELAC Meetings
	Faculty Meetings
	Leadership Meetings

	PTA Association Meetings
	Department and Grade Level Meetings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HMS will demonstrate increased staff school connectedness as evidenced on the California School Staff Survey through the Key Indicator of, Positive Relationships: Staff participate in decision-making, with an increase from 72% to 77% who agree or strongly agree.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Weekly Fox Facts
	Weekly Principal Email
	Quarterly SSC Meetings
	Quarterly ELAC Meetings
	Leadership
	Faculty Meetings, Staff Led Training
	Weekly Staff Email

	PTA Association Meetings
	Departmental, Grade Level Meetings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$249,121.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASB	\$2,000.00
District Funded	\$56,000.00
Donations	\$103,846.00
Lottery: Instructional Materials	\$18,975.00
Parent-Teacher Association (PTA)	\$26,000.00
Site Formula Funds	\$42,300.00

Subtotal of state or local funds included for this school: \$249,121.00

Total of federal, state, and/or local funds for this school: \$249,121.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	77,662.00	77,662.00
Donations	192,325.00	88,479.00
Site Formula Funds	95,343.00	53,043.00
Lottery: Instructional Materials	18,975.00	0.00
Parent-Teacher Association (PTA)	26,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
ASB	2,000.00
District Funded	56,000.00
Donations	103,846.00
Lottery: Instructional Materials	18,975.00
Parent-Teacher Association (PTA)	26,000.00
Site Formula Funds	42,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,246.00
0000: Unrestricted	54,366.67
0001-0999: Unrestricted: Locally Defined	50,333.33
1000-1999: Certificated Personnel Salaries	19,000.00
2000-2999: Classified Personnel Salaries	14,600.00
4000-4999: Books And Supplies	93,275.00
5000-5999: Services And Other Operating Expenditures	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	ASB	2,000.00
0000: Unrestricted	District Funded	16,000.00
0001-0999: Unrestricted: Locally Defined	District Funded	40,000.00
	Donations	1,246.00
0000: Unrestricted	Donations	20,700.00
1000-1999: Certificated Personnel Salaries	Donations	14,000.00
2000-2999: Classified Personnel Salaries	Donations	2,600.00
4000-4999: Books And Supplies	Donations	57,000.00
5000-5999: Services And Other Operating Expenditures	Donations	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	1,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	18,975.00
0000: Unrestricted	Parent-Teacher Association (PTA)	17,666.67
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	8,333.33
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	12,000.00
4000-4999: Books And Supplies	Site Formula Funds	17,300.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,521.00
Goal 2	41,000.00
Goal 3	84,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Daryl Topalian	Principal
Carla George	Secondary Student
Elizabeth Drake	Classroom Teacher
Kris Good	Classroom Teacher
Stefanie Killackey	Parent or Community Member
Toby McDonald Chou	Parent or Community Member
Ausitn Yang	Secondary Student
Lisette Moggio	Other School Staff
Justin Lin	Secondary Student
Lily Ho	Parent or Community Member
Don Duranso	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and 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 from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Danielle Blatchley

Danielle Blatchley (Mar 3, 2021 13:36 PST)

English Learner Advisory Committee

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 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 student academic performance.

This SPSA was adopted by the SSC at a public meeting on 03/02/2021.

Attested:

TS

Daryl R Topalian (Mar 3, 2021 13:14 PST)

Principal, Daryl Topalian on 03/02/21

Stefanie Killackey

Stefanie Killackey (Mar 3, 2021 13:15 PST)

SSC Chairperson, Mrs. Stefanie Killackey on 03/02/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- 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 either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019











2020_School_Plan_for_Student_Achievement_Huntington_Middle_School_20210303

Final Audit Report

2021-03-03

Created:	2021-03-03
By:	Lisette R. Moggio (lmoggio@smusd.us)
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✔ Agreement completed.

2021-03-03 - 9:36:02 PM GMT