

The Single Plan for Student Achievement

School: Huntington Middle School
CDS Code: 19649646022503
District: San Marino Unified School District
Principal: Mr. Jason Kurtenbach
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on

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School Vision and Mission

Huntington Middle School's Vision and Mission Statements

The vision of the San Marino Unified School District is: "To create and maintain a nurturing learning environment that fosters in students the ability to make choices based on well-reasoned strategies; to inspire a life of integrity with concern for others; to adapt to changing circumstances and environments; to gain an appreciation for learning as a lifelong process; and to gain the skills and knowledge necessary for a diverse, ever changing world."

Guided by our vision, teachers have high expectations and provide quality learning opportunities that promote student success. Within that context, Huntington Middle School's mission is to work collaboratively with parents, students, faculty, staff and the greater San Marino community to foster an emotionally, intellectually, and ethically safe learning environment that challenges all students to continuously grow a deep and varied set of social, emotional, ethical, academic, athletic, artistic, and technological abilities as measured by research-based best practices, assessments and metrics.

School Profile

Huntington Middle School is located in the city of San Marino, and is the only middle school in the San Marino Unified School District. Two elementary schools serve as feeder schools, with grades TK-5. The District serves a community of 15,000 residents, comprised predominately of professional and business occupations. Families often move into the community because of the excellent academic reputation of the schools. Huntington's campus rests on sixteen acres near the center of the city, and is adjacent to the San Marino Public Library. Nearby, is the renowned Huntington Library and Botanical Gardens, which provides an opportunity for the school community to participate in collaborative projects. Parents of Huntington Middle School students are profoundly interested and actively involved in their children's education. Through the support of parents and the community, Huntington has been able to maintain an exemplary program marked by an extremely high level of student success in both academic and co-curricular activities. In addition to the non-profit San Marino Schools Foundation that raises over \$2,000,000 annually to help finance District educational needs, Huntington Middle School is supported by a wide range of parent and community organizations such as PTA, Partnership for Awareness, as well as Visual, and Performing Arts Parent Groups.

Huntington's 2017-18 enrollment is 740 students in grades 6-8. The student body ethnicity 57% Asian, 25% Caucasian, 8% Hispanic/Latino, and 10% a mixture of other ethnicities. Huntington's average daily student attendance is 98% and the mobility rate is extremely low. The Huntington community recognizes our rich diversity and maximizes the contributions it makes to all students' academic experiences.

Huntington staff is proud of its middle school instructional program, which successfully meets the varied needs of its student population. Curricula are aligned to the California Common Core State Standards in all academic areas. Moreover, Huntington Middle School provides a rich academic and exploratory elective program coupled with student support services to address the social, academic and emotional needs of middle school students. For example, the Student Success Team (SST) is one process to address student needs effectively. It is a problem-solving body that includes the student, his/her parent, and appropriate staff members who work together to clarify concerns, identify strengths and needs, brainstorm instructional strategies, identify and coordinate resources, and monitor regular education interventions.

Once regular education interventions have been tried for a reasonable time with limited success, and every possible regular education option has been implemented with little or no progress, the team may find the child eligible for further assessment in specific areas where there is a suspected disability. If a student is found to be eligible for special education services under the Individuals with Disabilities Act (IDEA), an Individual Educational Plan is constructed and monitored under federal and state laws and in accordance with parent/student rights. The SST may also find a student with disabilities, but not eligible for special education services, eligible for a Section 504 Plan under the Americans with Disabilities Act (ADA).

Students who are determined to have limited English proficiency are assigned to an English Language Development Program and coursework depending on identified needs. The objectives of the ELD program is to assist the student in achieving academic oral language and communication skills in English; to achieve competent facility in content reading in English; to practice effective writing skills for content area communications; to make a successful transition into American culture; and finally, to achieve content standards in math, social studies, science, visual/performing arts, and physical education.

Clearly, Huntington Middle School is a place where students' academic performance and social development are of utmost

importance. One school psychologist is on site to support students as they cope with learning and/or emotional issues. Assistant Principal mediates attendance and discipline concerns as appropriate.

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

1. 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.

2. 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

3. 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).

4. 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.

5. 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.

6. 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.

7. 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

8. 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.

9. 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.

10. 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.

11. 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.

12. 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

13. 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.

14. Research-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 Involvement

15. 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 PTA affiliates 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.

16. 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

17. 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.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The vast majority of students are meeting or exceeding standards as measured by performance on CAASPP and course benchmark assessments. However, with a changing population and an increase in the number of students who are new to the United States and who have no English language skills, we have seen an increase in the number of students scoring in the near or below standards range. This is not, however, the only group of students scoring at this range as we have more males and more students with special needs scoring in the near or below standards range. Students scoring at these levels need support in developing the needed skills

and understanding concepts to be college and career ready. This can be accomplished through teacher-designed differentiated instruction, teacher implemented accommodations, scaffolded support, smaller class sizes, additional time, intervention support classes and increased aide support.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	255	254	213	251	246	206	250	246	206	98.4	95.3	96.7
Grade 7	247	257	273	244	244	258	243	244	258	98.8	92.4	94.5
Grade 8	283	255	279	272	243	261	272	243	261	96.1	94.6	93.5
All Grades	785	766	765	767	733	725	765	733	725	97.7	94.1	94.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2599.2	2622.4	2624.9	48	59	62.62	34	30	27.18	13	7	4.37	5	4	5.83
Grade 7	2613.5	2652.2	2644.2	38	57	51.16	42	34	39.15	13	6	4.65	7	2	5.04
Grade 8	2625.0	2653.6	2661.5	32	44	52.87	47	44	35.25	13	10	9.58	8	2	2.30
All Grades	N/A	N/A	N/A	39	53	55.03	41	36	34.34	13	8	6.34	7	3	4.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	46	54	57.28	44	39	35.44	9	7	7.28
Grade 7	46	64	59.69	45	32	32.17	9	4	8.14
Grade 8	47	56	65.13	41	38	28.35	12	6	6.51
All Grades	47	58	60.97	44	36	31.72	10	5	7.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	53	61	68.93	39	32	23.79	8	7	7.28
Grade 7	55	67	68.22	37	30	26.36	8	3	5.43
Grade 8	49	56	62.84	42	40	32.57	9	3	4.60
All Grades	52	62	66.48	39	34	27.86	8	5	5.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	31	41	45.15	67	56	51.46	2	3	3.40
Grade 7	34	48	35.27	58	51	62.02	9	1	2.71
Grade 8	30	44	45.98	62	53	51.34	8	3	2.68
All Grades	31	44	41.93	62	53	55.17	6	2	2.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	57	74	73.79	40	25	21.36	3	2	4.85
Grade 7	50	66	66.28	44	32	31.01	6	2	2.71
Grade 8	40	58	65.13	52	39	32.18	8	3	2.68
All Grades	49	66	68.00	45	32	28.69	6	2	3.31

Conclusions based on this data:

1. Schoolwide, 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. 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. Schoolwide, the percent of students who are at or near standard for all claims is decreasing in reading, writing, and research/inquiry claims. This coupled with the lower percentage of students in the below standards score range indicates more students moving up to the above standard range. Grades 6 and 8 are showing a steady improvement in overall scale score for ELA, while grade 7 which showed a 39 point increase from 14-15 to 15-16 had a 10 point decrease from 15-16 to 16-17.
2. The listening claim continues to be the lowest scoring claim schoolwide. However, grades 6 and 8 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. Significantly fewer students scored at the above standard level in listening for grade 7.
3. Cohort trends are showing that as students move from 6th to 8th grade the percent of students in the above, at or near, and below standards range for each claim have no net change. This is positive in that students who are at the above standard range are maintaining, and negative in that students in the below standards range are not showing marked improvement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	255	254	213	250	250	208	249	250	208	98.0	96.9	97.7
Grade 7	247	257	273	244	249	266	244	249	266	98.8	94.3	97.4
Grade 8	283	255	279	273	252	272	272	252	272	96.5	98.1	97.5
All Grades	785	766	765	767	751	746	765	751	746	97.7	96.4	97.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2619.7	2632.5	2623.7	60	68	60.58	20	19	22.12	16	10	12.98	2	3	4.33
Grade 7	2638.3	2651.7	2651.3	55	63	62.03	28	24	19.55	12	9	13.16	5	4	5.26
Grade 8	2663.9	2672.2	2674.2	63	62	66.54	22	24	16.54	8	10	10.29	7	5	6.62
All Grades	N/A	N/A	N/A	59	64	63.27	23	22	19.17	12	10	12.06	5	4	5.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	68	71	64.42	26	22	27.88	6	7	7.69
Grade 7	68	73	72.56	25	21	18.05	8	6	9.40
Grade 8	68	72	67.28	23	21	24.26	9	6	8.46
All Grades	68	72	68.36	24	21	23.06	8	7	8.58

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	59	68	61.06	33	25	32.21	7	6	6.73
Grade 7	59	63	64.66	37	32	28.20	5	5	7.14
Grade 8	69	67	68.75	24	27	26.10	7	6	5.15
All Grades	63	66	65.15	31	28	28.55	6	6	6.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	52	62	60.58	43	34	32.69	5	4	6.73
Grade 7	57	64	60.15	40	31	34.21	3	4	5.64
Grade 8	56	52	64.34	36	43	30.88	8	5	4.78
All Grades	55	59	61.80	39	36	32.57	6	4	5.63

Conclusions based on this data:

1. Huntington Middle School shows a relative weakness, as compared to Communicating Reasoning and Problem Solving & Modeling/Data Analysis, in the claim area of Concepts & Procedures with 8% of students in the below range on Concepts & Procedures as compared to 6% in the below range in both Communicating Reasoning and Problem Solving & Modeling/Data Analysis.
2. Huntington Middle School shows a 6% drop in the overall score of students in math from 6th to 7th grade and an 8% growth in math from 7th to 8th grade. This is mirrored by an 8% increase from 6th to 7th grade in students scoring at the standard nearly met level overall. Students scoring in the nearly met level overall drop by 4% in successive years 6th - 8th. Students scoring in the standard not met level overall increase by 3% in successive years 6th - 8th.
3. Huntington Middle School scored below the SMUSD mean in Mathematics (1%). 6th grade scored 3% below, 7th grade scored 1% below and 8th grade scored 1% above.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	13	47	27	25	32	18	38	5	36				25	16	18
7	43	31	43	7	23	7	14	15	29	7			29	31	21
8	23	29	7	36	14	50	23	29	14	14		7	5	29	21
Total	27	37	26	25	24	26	23	15	26	9		3	16	24	21

Conclusions based on this data:

1. At Huntington Middle School 23 out of 44 students learning English score in the Early Advanced and Advanced overall level of the CELDT.
2. The percent of students scoring in the Intermediate, Early Intermediate and Beginning levels decreases in subsequent grades while the number of students increases. 6th grade 63% (5), 7th grade 50% (7) and 8th grade 41% (9).
3. The overall number of students designated as English Learners has increased each of the past three years at Huntington Middle School with no discernible trend in the overall CELDT scores in each proficiency level.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	30	44	20	7	28	30	19	8	20	11		5	33	20	25
7	48	33	32	3	14	8	17	14	32	3	5	8	28	33	20
8	21	16	11	23	20	32	21	32	14	12	8	7	23	24	36
Total	31	31	21	13	21	23	19	18	22	9	4	7	27	25	27

Conclusions based on this data:

1. Huntington Middle School shows a relative decrease in the overall percent of students scoring in the Advanced and Early Advanced ranges of the 2016-17 CELDT considering all assessments (initial and annual combined).
2. When considered in conjunction with the data on CELDT Annual Assessment only, the percent of students who are enrolled at HMS for even one full year, (Advanced 21/26, Early Advanced 23/26, Intermediate 22/26, Early Intermediate 7/3, Beginning 27/21) perform markedly better than those who are not.
3. The percent of students who scored Advanced and Early Advanced on the CELDT Annual Assessment versus the percent of those who took their CELDT Initial Assessment was 52% versus 44%.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions of Learning
LEA GOAL:
The San Marino Unified School District 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.
SCHOOL 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.
Data Used to Form this Goal:
Facility Inspection Tool (FIT), School Site Safety Audit completed by the West San Gabriel Joint Powers Authority through Bureau Veritas, DataQuest NCLB Core & Curricular Compliance, DataQuest Full-time Equivalent (FTE) of Classified Staff, DataQuest Estimated Number of Teacher Hires, California Department of Education recommended ELA/ELD Adoptions, California Department of Education Social Studies/ELD Framework, California Department of Education approved Next Generation Science Standards (NGSS), California Standards for the Teaching Profession, California Common Core State Standards, California School Dashboard, and EdData.
Findings from the Analysis of this Data:
Huntington Middle School has a continuing need to hire, train, and retain the best most highly effective, fully credentialed and appropriately assigned teachers and staff in order to both meet the school and District's mission to provide a world-class education for students in all areas, academics, arts, and athletics. To that end, in order to best serve the San Marino community, there is a need to ensure a safe, secure, effective and engaging learning environment, by providing the best most well maintained and up to date facilities. Finally, students need access to the latest and best equipment and standards-aligned instructional materials along with providing the training needed for staff to use those facilities and curricula to support student learning.
How the School will Evaluate the Progress of this Goal:
HMS will examine data from the CAASPP and California Science Test (CAST) to determine the success of planned and implemented new curricula in ELA/ELD, Science and Social Studies. HMS will use weekly walkthrough observation data on teacher implementation of the California Standards for the Teaching Profession. HMS Department Action Plans in English, Math, Science, Social Studies, Visual and Performing Arts, Special Education, and Physical Education.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
HMS will continue to implement the StudySync ELA/ELD curriculum across all grade levels.	July 2017 - June 2018	HMS ELA/ELD Teachers, Aides and Administration	ELA/ELD Department Meetings Curriculum Planning Days Professional Development Days Student Learning Supplies	4000-4999: Books And Supplies Donations	5,000.00
HMS will continue the implementation of the California Next Generation Science Standards in all science curriculums across all grade levels.	July 2017 - June 2018	HMS Science Teachers, and Administration	Science Department Meetings/Planning Curriculum Planning Days Professional Development Days Summer Curriculum Planning UCLA Center X Training	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Site Formula Funds 5,000.00 Site Formula Funds 10,000.00 Site Formula Funds 10,000.00 Title I 1,500.00 Donations 5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
HMS will continue the integration of the California Framework for Social Studies/ELD in all social studies curriculums across all grade levels.	July 2017 - June 2018	HMS Social Studies Teachers, and Administration	Social Studies Department Meetings Curriculum Planning Days		
			Professional Development Days		
			Student Learning Supplies	4000-4999: Books And Supplies	5,000.00
			Professional Learning Conferences	5800: Professional/Consulting Services And Operating Expenditures	2,000.00
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.	July 2017 - June 2018	HMS Math Teachers, and Administration	Math Department Meetings Curriculum Planning Days		
			Professional Development Days		
			Student Learning Supplies	4000-4999: Books And Supplies	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
HMS will enhance the development of its Visual and Performing Arts (VAPA) programs through collaboration and shared decision making within the department.	July 2017 - June 2018	HMS VAPA Teachers, and Administration	VAPA Department Meetings Curriculum Planning Days Professional Development Days Student Learning Supplies Student Learning Services SMART Music Service	4000-4999: Books And Supplies Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures Site Formula Funds Donations	18,975 8,000 6,800.00
HMS will continue the implementation of the co-teaching model of integrated instruction with special education students in the general education setting.	July 2017 - June 2018	HMS Special Education Teachers, Aides, General Education Teachers, and Administration	Special Education Department Meetings Curriculum Planning Days Professional Development Days Summer Curriculum Planning	1000-1999: Certificated Personnel Salaries Site Formula Funds	10,000.00
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.	July 2017 - June 2018	HMS Staff and SMUSD Maintenance and Operations department	Faculty Meetings		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	July 2017 - June 2018	HMS Staff and SMUSD Maintenance and Operations department	Faculty Meetings			
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.	July 2017 - June 2018	HMS Staff and SMUSD Technology Services	Purchase of 60 new devices	4000-4999: Books And Supplies	Donations	18,000
HMS will maintain a safe and secure learning environment as evidenced by the appropriate supervision of students at unstructured times throughout the school day.	July 2017 - June 2018	HMS Staff	Noon Duty Aides	2000-2999: Classified Personnel Salaries	Site Formula Funds	12,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA GOAL:
The San Marino Unified School District 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 graduate, college and career-ready.
SCHOOL 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.
Data Used to Form this Goal:
2016-17 CAASPP, 2017-18 English Language Proficiency Assessments for California (ELPAC), 2016-17 Dataquest on EL redesignation
Findings from the Analysis of this Data:
HMS is the highest performing public middle school in California on the CAASPP in both math and English. However, Hispanic students, students with special education services, and students learning English are over represented in the group of students who are not meeting standards on the CAASPP. HMS has a growing population of students learning English (71) entering the school at the lowest levels of performance on the CELDT (11 out of 46 tested).
How the School will Evaluate the Progress of this Goal:
2016-17 CAASPP, 2016-17 CELDT, 2016-17 AMAO, 2016-17 Dataquest on EL redesignation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will maintain the percent of all students in the met/exceeded range of the ELA/Literacy CAASPP at or above 89%.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I 4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I 1,300.00
			Grade Level Meetings		
			Department Meetings		
			IXL	5000-5999: Services And Other Operating Expenditures	Donations 2,025.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations 588.88
			Leadership Team Meetings		
			Student Learning Supplies	4000-4999: Books And Supplies	Site Formula Funds 5,000.00
			History Alive Curriculum	4000-4999: Books And Supplies	Donations 2,000.00
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I 100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will increase the percent of all students in the met/exceeded range of the Math CAASPP from 82% to 87%.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I 4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I 1,300.00
			Grade Level Meetings		
			Department Meetings		
			ALEKS	5000-5999: Services And Other Operating Expenditures	Donations 1,797.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations 588.88
			Leadership Team Meetings		
			Student Learning Supplies	4000-4999: Books And Supplies	Donations 5,000.00
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I 100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will increase the average level on the CAASPP Math assessment for Hispanic students, in all grades, from 2.98 to 3.12.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I 4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I 1,300.00
			Department Level Meetings		
			Grade Level Meetings		
			SST Meetings		
			ALEKS	5000-5999: Services And Other Operating Expenditures	Donations 1,797.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations 588.88
			Leadership Team Meetings		
			Student Learning Supplies	4000-4999: Books And Supplies	Donations 5,000.00
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I 100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will increase the average level on the CAASPP Math assessment for students receiving special education services, in all grades, from 2.16 to 2.26.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I	4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I	1,300.00
			Department Level Meetings			
			Grade Level Meetings			
			SST Meetings			
			IEP Meetings			
			ALEKS	5000-5999: Services And Other Operating Expenditures	Donations	1,797.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations	588.88
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I	100.00
			Student Learning Supplies	4000-4999: Books And Supplies	Donations	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will increase the average level on the CAASPP Math assessment for students receiving Title 1 services, from 2.33 to 2.44.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I	4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I	1,300.00
			Department Level Meetings			
			Grade Level Meetings			
			SST Meetings			
			ALEKS	5000-5999: Services And Other Operating Expenditures	Donations	1,797.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations	588.88
			Leadership Team Meetings			
			Student Learning Supplies	4000-4999: Books And Supplies	Donations	5,000.00
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
HMS will increase the average level on the CAASPP ELA assessment for English Learners, in all grades, from 3.07 to 3.22.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I 4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I 1,300.00
			Department Level Meetings		
			Grade Level Meetings		
			SST Meetings		
			ALEKS	5000-5999: Services And Other Operating Expenditures	Donations 1,797.00
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations 588.88
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I 100.00
			Student Learning Supplies	4000-4999: Books And Supplies	Site Formula Funds 5,000.00
			History Alive Curriculum	4000-4999: Books And Supplies	Donations 2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will demonstrate a 1 performance band growth on the ELPAC growth for each English Learner.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I 4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I 1,300.00
			Designated ELD Support	1000-1999: Certificated Personnel Salaries	District Funded 4,983.35
			SMUSD ELD Coordinator Support	1000-1999: Certificated Personnel Salaries	District Funded 4,983.33
			SST Meetings		
			ELAC Meetings		
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations 588.88
			Leadership Team Meetings		
			Student Learning Supplies	4000-4999: Books And Supplies	Donations 5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will increase its re-designation rate for English Learners from 27% to 33%.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I
			Designated ELD Support	1000-1999: Certificated Personnel Salaries	District Funded
			SMUSD ELD Coordinator Support	1000-1999: Certificated Personnel Salaries	District Funded
			SST Meetings		
			ELAC Meetings		
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations
			Leadership Team Meetings		
			Student Learning Supplies	4000-4999: Books And Supplies	Donations
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I
					Amount
					4,982.48
					1,300.00
					4,983.33
					4,983.33
					588.88
					5,000.00
					100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will reduce the percent of English Learner students who have been receiving designated English Learner supports for 4 to 6+ years, from 12% to 9%, through the appropriate re-designation of students.	July 2017 - June 2018	HMS Staff	Title I After School Support Classes	1000-1999: Certificated Personnel Salaries	Title I	4,982.48
			After School Homework Club	2000-2999: Classified Personnel Salaries	Title I	1,300.00
			Designated ELD Support	1000-1999: Certificated Personnel Salaries	District Funded	4,983.33
			SMUSD ELD Coordinator Support	1000-1999: Certificated Personnel Salaries	District Funded	4,983.33
			SST Meetings			
			ELAC Meetings			
			Kathleen Kyrza - Brain Based Learning	5800: Professional/Consulting Services And Operating Expenditures	Donations	588.88
			Student Learning Supplies	4000-4999: Books And Supplies	Donations	5,000.00
			After School Support Class Supplies	4000-4999: Books And Supplies	Title I	100.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Engagement
LEA 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.
SCHOOL 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.
Data Used to Form this Goal:
2016-17 California Healthy Kids Survey, DataQuest, EdData
Findings from the Analysis of this Data:
HMS has a high overall attendance rate (98%), a suspension rate of 0.01%, an expulsion rate of 0%, and a dropout rate of 0%. Of all 7th grade students, 47% stated they were academically motivated, 28% report being bullied or harassed, and 20% report having meaningful participation at school.
How the School will Evaluate the Progress of this Goal:
2017-18 California Healthy Kids Survey, DataQuest, EdData

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will maintain the overall attendance rate at or above 98%.	July 2017 - June 2018	HMS Staff	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) Inner Explorer Mindfulness Program			
HMS will maintain the middle school dropout rate at 0%.	July 2017 - June 2018	HMS Staff	Parent communication regarding withdrawals Clean data in PowerSchool Inner Explorer Mindfulness Program Health Plans (as needed) Student Study Team (SST) Meetings (as needed) 504 Plan (as needed)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will maintain our suspension rate of less than 1%.	July 2017 - June 2018	HMS Staff	Inner Explorer Mindfulness Program Student Medallions Student Conferences Parent Communication Student Study Team (SST) Meetings (as needed) Other means of correction	4000-4999: Books And Supplies	Site Formula Funds	3,000.00
HMS will maintain the middle school expulsion rate at 0%.	July 2017 - June 2018	HMS Staff	Inner Explorer Mindfulness Program Student Medallions Student Conferences Parent Communication Student Study Team (SST) Meetings (as needed) Other means of correction	4000-4999: Books And Supplies	Site Formula Funds	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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%.	July 2017 - June 2018	HMS Staff	Inner Explorer			
			Mindfulness Program			
			Red Ribbon Week	4000-4999: Books And Supplies	Site Formula Funds	500.00
			Good Citizenship Breakfast	4000-4999: Books And Supplies	Site Formula Funds	600.00
			After School Athletics Program	0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	8,333.33
			Student Medallions	4000-4999: Books And Supplies	Site Formula Funds	3,000.00
			Anonymous Incident Reporting Form			
			After School Support Classes	1000-1999: Certificated Personnel Salaries	Donations	44,842.38
			After School Homework Club	1000-1999: Certificated Personnel Salaries	Donations	11,772.00
			Where Everybody Belongs (WEB)	0000: Unrestricted	Title I	3,000.00
	Safe Schools Ambassadors (SSA)	0000: Unrestricted	Title I	1,200.00		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
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%.	July 2017 - June 2018	HMS Staff	Inner Explorer		
			Mindfulness Program		
			Red Ribbon Week		
			Good Citizenship	4000-4999: Books	Site Formula Funds
			Breakfast	And Supplies	
			After School Athletics	0000: Unrestricted	Parent-Teacher
			Program		Association (PTA)
			Student Medallions	4000-4999: Books	Site Formula Funds
				And Supplies	
			Anonymous Incident Reporting Form		
			Where Everybody Belongs (WEB)	0000: Unrestricted	Title I
			Safe Schools		
			Ambassadors (SSA)	0000: Unrestricted	Title I
			Jessica Lahey Speaker		
				5800: Professional/Consulting Services And Operating Expenditures	Donations
			ASB Noon Competitions, Music, Dances	0001-0999: Unrestricted: Locally Defined	ASB
					1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
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%.	July 2017 - June 2018	HMS Staff	Inner Explorer		
			Mindfulness Program		
			Red Ribbon Week		
			Good Citizenship	4000-4999: Books	Site Formula Funds
			Breakfast	And Supplies	
			After School Athletics	0000: Unrestricted	Parent-Teacher Association (PTA)
			Program		
			Student Medallions	4000-4999: Books	Site Formula Funds
				And Supplies	
			Anonymous Incident Reporting Form		
HMS will host a career week.	February 2018	HMS Staff, HMS Parents	Where Everybody Belongs (WEB)	0000: Unrestricted	Title I
			Safe Schools	0000: Unrestricted	Title I
			Ambassadors (SSA)		
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations
			ASB Noon Competitions, Music, Dances	0001-0999: Unrestricted: Locally Defined	ASB
					1,000.00
			Faculty Meetings		
			Partner with PTA		
			Community Volunteers		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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%.	July 2017 - June 2018	HMS Staff	Student Representative School Site Council			
			Where Everybody Belongs (WEB)	0000: Unrestricted	Title I	3,000.00
			Safe Schools Ambassadors (SSA)	0000: Unrestricted	Title I	1,200.00
			Associated Student Body (ASB)			
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations	1,090.90
			Student Learning Supplies	4000-4999: Books And Supplies	Site Formula Funds	5,000.00
			Faculty Meetings			
			Teacher Appreciation Week - PTA	0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
			Teacher Appreciation Luncheons - PTA	0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
			Staff Snack Break - Pot Luck	0000: Unrestricted	Donations	300.00
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%.	July 2017 - June 2018	HMS Staff	Staff Yoga	0000: Unrestricted	Donations	4,900.00
			Staff Mindfulness Practice			
			Holiday Celebrations - Social Committee	0000: Unrestricted	Donations	400.00
			Staff Administrative Coaching			
			Team Building Exercises - Faculty Meetings			
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations	1,090.90
			Faculty Meetings			
			Teacher Appreciation Week - PTA	0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
			Teacher Appreciation Luncheons - PTA	0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
			Staff Snack Break - Pot Luck	0000: Unrestricted	Donations	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
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%.	July 2017 - June 2018	HMS Staff	Faculty Meeting		
			Suicide Prevention Training		
			Psychologist Inservice with Staff		
			Mandated Reporter Training		
			Jessica Lahey Speaker	5800: Donations	1,090.90
			Professional/Consulting Services And Operating Expenditures		
			Student Learning Supplies	4000-4999: Books And Supplies	5,000.00
				Site Formula Funds	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil (Parent) Engagement
LEA 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.
SCHOOL 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.
Data Used to Form this Goal:
No current quantitative data on parent engagement exists.
Findings from the Analysis of this Data:
Anecdotal data suggests that there is a core group of approximately 70 parents who are well connected to the school through volunteering and consistent feedback and communication. However, remaining parents also exhibit feelings of school connectedness yet are not consistent in feedback and volunteering.
How the School will Evaluate the Progress of this Goal:
California School Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
HMS will demonstrate increased student school connectedness as evidenced on the California School Parent Survey through the Key Indicator of, Academic Orientation and Participation: School treats all students with respect, with an increase from 43% to 48%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts		
			Weekly Principal Email		
			Quarterly SSC Meetings		
			Quarterly ELAC Meetings		
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds 350.00
			SMUSD App		
			Social Media		
			PTA Association Meetings		
			PfA Partnership		
			Jessica Lahey Speaker	5000-5999: Services And Other Operating Expenditures	Donations 1,090.90
HMS will demonstrate increased student 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 41% to 46%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts		
			Weekly Principal Email		
			Quarterly SSC Meetings		
			Quarterly ELAC Meetings		
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds 350.00
			SMUSD App		
			Social Media		
			PTA Association Meetings		
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations 1,090.90

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
HMS will demonstrate increased student 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 49% to 54%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts			
			Weekly Principal Email			
			Quarterly SSC Meetings			
			Quarterly ELAC Meetings			
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds	350.00
			SMUSD App			
			Social Media			
			PTA Association Meetings			
			Jessica Lahey Speaker	5000-5999: Services And Other Operating Expenditures	Donations	1,090.90
HMS will demonstrate increased student school connectedness as evidenced on the California School Staff Survey through the Key Indicator of, Student Learning Environment: Nearly all adults believe every student can be a success, with an increase from 27% to 32%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts			
			Weekly Principal Email			
			Quarterly SSC Meetings			
			Quarterly ELAC Meetings			
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds	350.00
			SMUSD App			
			Social Media			
			PTA Association Meetings			
			Monday Memo			
			Jessica Lahey Speaker	0000: Unrestricted	Donations	1,090.90

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will demonstrate increased student 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 16% to 21%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts		
			Weekly Principal Email		
			Quarterly SSC Meetings		
			Quarterly ELAC Meetings		
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds
			SMUSD App		
			Social Media		
			PTA Association Meetings		
			Monday Memo		
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations
					1,090.90

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
HMS will demonstrate increased student school connectedness as evidenced on the California School Staff Survey through the Key Indicator of, Positive Relationships: Nearly all adults treat every student with respect, with an increase from 24% to 29%.	July 2017 - June 2018	HMS Staff & Community	Weekly Fox Facts		
			Weekly Principal Email		
			Quarterly SSC Meetings		
			Quarterly ELAC Meetings		
			Monthly Java with Jason	4000-4999: Books And Supplies	Site Formula Funds 350.00
			SMUSD App		
			Social Media		
			PTA Association Meetings		
			Monday Memo		
			Jessica Lahey Speaker	5800: Professional/Consulting Services And Operating Expenditures	Donations 1,090.90

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jason Kurtenbach	X				
Elaina Lee					X
Laura MacDonald			X		
Robbin Nordsten		X			
Penny Roberts		X			
Rob Miller		X			
Bill McDaniel		X			
Michiko Lee				X	
Darbin Chan				X	
Mary Daves				X	
Janny Cheng				X	
Numbers of members of each category:	1	4	1	4	1

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 1/21/16.

Attested:

Mr. Jason Kurtenbach

Typed Name of School Principal

Signature of School Principal

11-20-17

Date

Mr. Robert Miller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

11-20-17

Date