

# Huntington Middle School (January 14, 2014-January 14, 2015)

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Huntington Middle School (January 14, 2014-January 14, 2015)
Street	1700 Huntington Drive
City, State, Zip	San Marino, California 91108
Phone Number	626 299-7060
Principal	Mr. Jason Kurtenbach
E-mail Address	<a href="mailto:jkurtenbach@smusd.us">jkurtenbach@smusd.us</a>
CDS Code	19-64964-6022503

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626 299-7000
Web Site	<a href="http://www.smusd.us">www.smusd.us</a>
Superintendent	Mr. Loren Kleinrock
E-mail Address	<a href="mailto:superintendent@smusd.us">superintendent@smusd.us</a>

## **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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The Mission of Henry E. Huntington Middle School is to work collaboratively with Huntington Middle School parents, students, faculty and 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 abilities as measured by research-based best practices, as well as federal, state, and local standards, assessments and metrics.

At Huntington we work to engage each student at all levels, social, emotional, academic, athletic, and artistic. This focus is just one reason why Huntington Middle School enjoys a national reputation as having a legacy of excellence! Huntington has been recognized as a National Blue Ribbon School in 1996, and has repeatedly been recognized as a California Distinguished school in 1994, 2005, 2009, and 2013. We do this in partnership with the community of San Marino, the Huntington Middle School Parent Teacher Association (PTA), The San Marino Schools Foundation (SMSF), HMS teachers, staff, and students. The collaboration of each organization and individual working interdependently to meet all needs of all students truly makes HMS unique and exceptional. Through countless volunteer hours, support events, and resource enhancement, the Huntington PTA raises the level of success for all students and staff.

For nearly a century, Huntington students have earned numerous honors as athletes, artists, and scholars. This tradition of excellence is maintained through the focus, hard work, creativity, and collaboration of the HMS staff. Dedicated to providing the best educational opportunities possible to all students, our distinguished faculty uses a variety of learning strategies, challenging students to think both critically and creatively, as well as, collaborate within and across curriculum. With a focus on integrating researched based best practice, authentic learning experiences, HMS students consistently score in the top 1% of all California Middle Schools.

At Huntington, we believe in a whole child approach to education. Huntington students can participate in many exciting co-curricular activities throughout the school year. We have one of the finest middle school intramural/competitive sports programs in Southern California fielding traveling tennis, football, basketball, and volleyball teams, among others. The HMS intramural sports program fields no less than 50% of all Huntington students each year. Furthermore, our visual and performing arts program is a model of excellence and rivals many high school programs. Over 60% of the student body is either involved in band, wind ensemble, orchestra, dance, choir, or drama.

Our students, parents, and faculty are to be commended for making Huntington Middle School a special place to receive a world-class education.

## **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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The Huntington PTA plays an integral role in the leadership and day-to-day work that supports excellence in the classroom, co-curricularly and in extracurricular events. The PTA keeps abreast of the needs of the school, staff, and most of all, the students and stands ready to address needs through monthly executive board meetings. The Huntington Middle School PTA provided HMS with over 14,000 of volunteer service hours in the previous year. Just a few examples of PTA service and volunteerism include; monthly PTA newsletters for all parents, Administration of the HMS weekly Fox Fax, the Huntington Breakfast and magazine drive fundraisers, clerical and front office assistance, the annual HMS musical, among many others. Through generous financial support Huntington has increased the capacity to serve students through technology as well as teacher wish list funding. For 2013/2014, the Huntington PTA has 274 single memberships as well as 260 family memberships. In addition, all current staff are members. In every aspect of school life there are dedicated, supportive parents eager to assist the staff in creating the best possible educational program for students.

Every parent is strongly encouraged to become actively involved in the program in ways that suit his/her schedule! For more information, call (626) 299-7060 and ask for the school secretary, Mrs. Elia Bagheri,

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	92	91	91	90	90	89	54	56	55
Mathematics	92	90	92	88	87	88	49	50	50
Science	94	93	95	91	90	92	57	60	59
History-Social Science	92	88	90	86	85	84	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	89	88	92	84
All Student at the School	91	92	95	90
Male	90	93	95	93
Female	91	91	95	87
Black or African American				
American Indian or Alaska Native				
Asian	94	97	96	94
Filipino				
Hispanic or Latino	82	82	90	83
Native Hawaiian/Pacific Islander				
White	86	86	93	85
Two or More Races	97	88		
Socioeconomically Disadvantaged	90	81		
English Learners	54	84	85	46
Students with Disabilities	67	74	71	67
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.7	27.2	45.2

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	10	10	10
Similar Schools	10	10	9

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	4	-8	5
Black or African American			
American Indian or Alaska Native			
Asian	6	1	-2
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	6	-15	-4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	745	978	2,456	953	4,655,989	790
Black or African American	5		19	924	296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	422	991	1,345	969	406,527	906
Filipino	3		13	988	121,054	867
Hispanic or Latino	64	928	234	880	2,438,951	744
Native Hawaiian/Pacific Islander	3		4		25,351	774
White	214	944	716	938	1,200,127	853
Two or More Races	34	993	123	971	125,025	824
Socioeconomically Disadvantaged	30	928	74	910	2,774,640	743
English Learners	32	891	196	903	1,482,316	721
Students with Disabilities	44	807	203	790	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	244
Grade 7	267
Grade 8	254
<b>Total Enrollment</b>	<b>765</b>

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	28.1
American Indian or Alaska Native	0.0	Two or More Races	4.8
Asian	57.0	Socioeconomically Disadvantaged	4.1
Filipino	0.4	English Learners	7.3
Hispanic or Latino	8.6	Students with Disabilities	5.1
Native Hawaiian/Pacific Islander	0.4		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-22	23-32		1-22	23-32		1-22	23-32
English	28.4	3	10	6	27.9	3	15	2	22
Mathematics	30.8	2	6	9	29	5	6	7	28
Science	28.5	0	11	2	30.7	0	13	0	29
Social Science	29.7	1	13	4	30.6	0	15	2	27
								3	15

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## **School Safety Plan (School Year 2012-13)**

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

At Huntington Middle School, we take pride in open, honest relationships that promote a safe school environment for students. Parents, students, teachers, support staff (including a counselor and psychologist), and administrators play an active role in establishing and maintaining personalized relationships with students; the best safety plan for a school campus. We are committed to continual work together to develop clearer and easier avenues of communication for any of HMS community who feels they are in crisis.

On the 2013 Healthy Kids Survey, 7th grade students perception of the safety of their environment topped all state and national averages by substantial margins. On the same survey twice as many of our seventh graders reported a high level of connectedness to our school when compared to the state average.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was most recently addressed on January 17, 2013. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Students, parents, staff, and community members effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Goal #5: All students believe that at Huntington Middle School, there is a teacher or some other adult who demonstrates care by recognizing their good work, noticing when they are not there, always encourages them to do their best, listens, and believes in their ability to be successful.

Goal #6: All students believe they do interesting activities, they have input to decide things like class activities or rules, and they do things that make a difference.

### **Suspensions and Expulsions**

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.65	.04	3.25	0.88	1.21	1.23
Expulsions	0	0	0	0	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Huntington's grounds and well-maintained facilities reflect the learning environment of an exemplary school. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. Students and staff appreciate the generous financial support of the San Marino community that has allowed for the recent renovation of our school. Students exhibit their sense of pride in the way they maintain their beautiful and safe campus.

The Huntington School facilities are well maintained in a manner that is clean, safe, and functional. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the Facility Inspection Tool (FIT) can be found at: [http://www.san-marino.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=29923&type=d](http://www.san-marino.k12.ca.us/apps/pages/index.jsp?uREC_ID=29923&type=d)

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 10/23/13				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	32	36	37	145
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	783
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	.5	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## **IX. Curriculum and Instructional Materials**

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** September 10, 2013

On September 10, 2013, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see:

<http://www.san-marino.k12.ca.us/di/administration/instruction/williams.htm>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See: <a href="http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731">http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731</a>	No	0
Mathematics	See: <a href="http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731">http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731</a>	No	0
Science	See: <a href="http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731">http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731</a>	No	0
History-Social Science	See: <a href="http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731">http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731</a>	No	0
Foreign Language	See: <a href="http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731">http://www.smusd.us/apps/pages/index.jsp?uREC_ID=29916&amp;type=d&amp;termREC_ID=&amp;id=2&amp;rn=6493731</a>	No	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5783.84	\$963.86	\$4,819.98	\$68,335.41
District	---	---	\$5,417.65	\$69,480.14
Percent Difference: School Site and District	---	---	-11.0	-1.6
State	---	---	\$5,537	\$68,030
Percent Difference: School Site and State	---	---	-12.9	0.4

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Title I funds are used to tutor students in the lower quartile who have grades of C or lower in the areas of Math and English 4 days a week after school.
- Title III Part A and B, and EIA/LEP funds will be used to fund an instructional assistant to provide direct support to students learning English Learners.
- Title II funds for professional development are primarily used to support teachers in the process of completing their clear credentials as an intern, Induction/BTSA Programs. Funds are also being used to support teachers in securing their certification to teach English language learners and in research-based workshops in the areas of reading in the content areas and effective assessment.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,729	\$38,578
Mid-Range Teacher Salary	\$64,180	\$59,799
Highest Teacher Salary	\$83,073	\$78,044
Average Principal Salary (Elementary)	\$111,273	\$95,442
Average Principal Salary (Middle)	\$106,988	\$98,080
Average Principal Salary (High)	\$122,003	\$106,787
Superintendent Salary	\$180,000	\$150,595
Percent of Budget for Teacher Salaries	32.1%	37.1%
Percent of Budget for Administrative Salaries	6.0%	5.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Professional development is research-based, based on student needs to increase learning and teacher needs to increase instructional effectiveness. The goal of all professional development is to raise the level of student achievement in all areas of performance.

As Huntington Middle School continues its transition to full implementation of California Common Core State Standards and Practice Huntington Middle School focuses its professional development on the following outcomes. (1) Students will increase their capacity for critical thinking, collaboration, creativity and communication in demonstrating mastery of skills and concepts in the curriculum. (2) Students will demonstrate the literacy and critical thinking skills for effectively accessing, interpreting and integrating complex information to solve real-world problems and justify their claims with evidenced-based arguments. (3) Teachers will provide the scaffolding necessary to develop student literacy and critical thinking skills and gradually release students to apply learning in real-world scenarios. (4) Teachers will implement the following instructional shifts in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned, etc.). English Language Arts shifts are as follows; Balancing Informational & Literary Text, Knowledge in the Disciplines, Staircase of Complexity, Text-based Answers, Writing from Sources, Academic Vocabulary. Mathematics shifts are as follows; Focus, Coherence, Fluency, Deep Understanding, Application, Dual Intensity. (5) Teachers will apply all instructional materials in the “taught curriculum” (e.g., texts selected, instructional materials used, tasks assigned, etc.) and ensure they are aligned. (6) Teachers will use professional development materials for additional support in the design or implementation of a fully aligned Common Core curriculum with quality and fidelity.

Teachers will collaborate with colleagues during times assigned for teachers focused grade level/content area meetings to ground the work in the anchor standards of the Common Core State Standards. Each curricular and grade level team determines a focus for professional development keeping in mind all stated outcomes. Teachers then participate in workshops, conferences, faculty meetings, and individualized programs as appropriate in order to meet the needs of the stated professional development plan. Five Professional Development days are provided by the San Marino School District used to address the above goals and other instructional issues. Five additional professional development days per teacher are provided for each teacher through an on site Professional Development Collaboration Day (PDCD) proposal process wherein teachers must tie their plan for their day with colleagues to the stated outcomes.

New Teachers have the opportunity to participate in the Beginning Teacher Support and Assessment (BTSA) program.