

Huntington Middle School (September 2015-September 2016)

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Huntington Middle School (September 2015-September 2016)
Street	1700 Huntington Drive
City, State, Zip	San Marino, California 91108
Phone Number	626 299-7060
Principal	Mr. Jason Kurtenbach
E-mail Address	jkurtenbach@smusd.us
Web Site	www.hehms.us
CDS Code	19-64964-6022503

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626 299-7000
Superintendent	Dr. Alex Cherniss
E-mail Address	superintendent@smusd.us
Web Site	www.smusd.us

School Description and Mission Statement (School Year 2016-17)

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 Middle School, 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 the 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	257
Grade 7	266
Grade 8	257
Total Enrollment	780

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	54
Filipino	1.5
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0
White	24.9
Two or More Races	8.1
Socioeconomically Disadvantaged	4.9
English Learners	8.5
Students with Disabilities	11.3
Foster Youth	0.1

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	41	42	39	154
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

On September 27, 2016, 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.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync ELA/ELD Grade 6, 7, 8 BookheadEd Learning LLC, McGraw-Hill Education, 2015 6th grade: Unit ISBN #1 - 978 194 328 6102, Unit #2 - 978 194 323 6119, Unit #3 - 978 194 323 6126, Unit #4 - 978 194 323 6133; 7th grade: Unit #1 - 978 194 323 6140, Unit #2 - 978 194 323 6157, Unit #3 - 978 194 323 6164, Unit #4 - 978 194 323 6171; 8th grade: Unit #1 - 978 194 323 6188, Unit #2 - 978 194 323 6195, Unit #3 - 978 194 323 6201, Unit #4 - 978 194 323 6218	Yes	0
Mathematics	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0
Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
History-Social Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
Foreign Language	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 latest Facility Inspection Tool (FIT) can be found at: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29923&pREC_ID=23643 A new school facility conditions evaluation will be completed in February 2017.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 6, 2015				
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: October 6, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	81	87	84	88	44	48
Mathematics	83	85	85	85	34	36

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	258	249	96.5	87.5
	7	265	252	95.1	88.9
	8	261	249	95.4	85.1
Male	6	138	135	97.8	82.2
	7	142	136	95.8	84.6
	8	139	131	94.2	83.2
Female	6	120	114	95.0	93.9
	7	123	116	94.3	94.0
	8	122	118	96.7	87.3
Asian	6	149	145	97.3	91.0
	7	137	130	94.9	87.7
	8	142	133	93.7	88.7
Hispanic or Latino	6	21	19	90.5	79.0
	7	20	20	100.0	75.0
	8	35	34	97.1	76.5
White	6	57	56	98.3	85.7
	7	77	71	92.2	94.4
	8	58	56	96.5	83.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	6	23	23	100.0	82.6
	7	22	22	100.0	95.5
	8	18	18	100.0	94.4
English Learners	6	25	22	88.0	72.7
	7	23	16	69.6	50.0
	8	22	14	63.6	57.1
Students with Disabilities	6	26	25	96.2	28.0
	7	30	30	100.0	43.3
	8	28	28	100.0	28.6

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	258	253	98.1	85.4
	7	265	257	97.0	84.8
	8	265	257	97.0	84.8
Male	6	138	135	97.8	85.9
	7	142	137	96.5	83.9
	8	142	137	96.5	83.9
Female	6	120	118	98.3	84.8
	7	123	120	97.6	85.8
	8	123	120	97.6	85.8
Asian	6	149	148	99.3	93.9
	7	137	135	98.5	88.2
	8	137	135	98.5	88.2
Hispanic or Latino	6	21	19	90.5	73.7
	7	20	20	100.0	55.0
	8	20	20	100.0	55.0
White	6	57	56	98.3	75.0
	7	77	71	92.2	84.5
	8	77	71	92.2	84.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	6	23	23	100.0	78.3
	7	22	22	100.0	95.5
	8	22	22	100.0	95.5
English Learners	6	25	25	100.0	84.0
	7	23	21	91.3	66.7
	8	23	21	91.3	66.7
Students with Disabilities	6	26	25	96.2	16.0
	7	30	30	100.0	33.3
	8	30	30	100.0	33.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	92	89	93	91	91	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	261	250	95.8	93.2
Male	139	131	94.2	91.6
Female	122	119	97.5	95.0
Asian	142	137	96.5	95.6
Hispanic or Latino	35	31	88.6	83.9
White	58	57	98.3	89.5
Two or More Races	18	18	100.0	100.0
English Learners	22	21	95.5	71.4
Students with Disabilities	28	28	100.0	60.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9	36.9	48.4

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Huntington Middle School believes that a school can only be successful if students, parents, and staff are working together. As such, Huntington Middle School provides many opportunities for parental involvement throughout the year. Each quarter, parents elected to the HMS School Site Council meet to develop goals for the Single Plan for Student Achievement (SPSA) as well as to discuss and approval planned categorical budget expenditures and the school's Comprehensive School Safety Plan. Each quarter the Huntington Middle School parents with students learning English as a second Language are invited to attend the site English Language Advisory Committee (ELAC) meeting, wherein parents are provided a forum for asking questions as well as getting to know the educational system and expectations at HMS. Each month, all parents have the opportunity to attend coffee with the principal (Java with Jason) wherein parents are educated about the curriculum, teaching strategies, and programs at HMS as well as given a forum for questions and comments regarding their experience at HMS. Parents can make an appointment to speak with the principal regarding issues which they find important and which require more of a 1-on-1 conversation via an online program. Additionally, each Wednesday HMS sends an electronic newsletter (The Fox Fax) outlining upcoming events and opportunities for parents and student both at Huntington and in the community as well as a direct email from the principal each Friday reviewing the week and previewing upcoming activities. HMS also makes consistent use of the districts smartphone app to announce any significant upcoming dates and other important information. At any time, parents can contact their child's teacher and set up an appointment to meet and discuss the best ways to support the needs of their child.

The Huntington PTA plays an integral role in the leadership and day-to-day work that supports excellence in the classroom as well as in co-curricular and 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 and quarterly association meetings, which all parents can attend. The Huntington Middle School PTA provides HMS with over 10,000 of volunteer service per year via the Huntington Breakfast, Spring Fundraiser, College and Career Week, Math Team, Mock Trial Team, Robotics Team, and the annual HMS Spring Musical, among many others. Through the generous support of HMS parents through the PTA, Huntington has increased the capacity to serve students through technology as well as teacher wish list funding. 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.

Summer school programs are offered to our students by PTAffiliates that provide students additional opportunities to learn math, reading and writing skills. 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. Valentine 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.

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 administrative assistant.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.1	3.0	0.4	1.4	1.1	0.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2014-15 Healthy Kids Survey, students rated their experiences as high in School Connectedness, Safety, and being treated with respect. Please see: http://surveydata.wested.org/resources/San_Marino_Unified_1415_Sec_CHKS.pdf

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 November 2016 by the Huntington Middle School School Site Council. The plan will be updated in March 2017. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	5	14	3	22	11	13		22	6	26	0
Mathematics	27	6	7	6	26	4	15		24	3	23	3
Science	28	4	9	1	26	3	16		26	5	24	0
Social Science	26	5	14	1	25	4	16		28	0	23	4

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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	782
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,952	\$2,914	\$6,057	\$78,239
District	N/A	N/A	\$7,362.46	\$78,057
Percent Difference: School Site and District	N/A	N/A	-17.7	0.2
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	6.7	16.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

- 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 four days a week after school.
- Title III Part A and B, and 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,837	\$42,063
Mid-Range Teacher Salary	\$69,937	\$64,823
Highest Teacher Salary	\$97,027	\$84,821
Average Principal Salary (Elementary)	\$121,936	\$101,849
Average Principal Salary (Middle)	\$126,684	\$107,678
Average Principal Salary (High)	\$132,477	\$115,589
Superintendent Salary	\$225,000	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Professional development is founded on student needs as matched to the teachers' instructional strengths and challenges. 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. The emphasis for the current school year is: (1) implementing CCSS-aligned ELA/ELD adopted materials, (2) continue to implement the Math adoption, McGraw-Hill Mathematics, (3) becoming familiar with the Next Generation Science Standards, and (4) becoming familiar with the California Social Studies/ELD Framework. Teachers participate in workshops, faculty meetings, department meetings, grade level meetings and individualized programs as appropriate to teacher needs. New teachers participate in the Beginning Teacher Support and Assessment (BTSA) Program.

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 five 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. A probationary teacher is, evaluated twice annually and tenured teachers are evaluated every other year based on the California Standards for the Teaching Profession.

Additionally, each year a goal of all professional development is to raise the level of student achievement in all areas of performance so that students are more college and career ready and include but are not limited to integration of 21st Century Learning Skills, Argumentative Writing, Critical Thinking, the Common Core State Standards in English Language Arts and Mathematics, and the Next Generation Science Standards.

Moreover, 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 evidence-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.

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 2016-17 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 learning about and beginning to transition to the California Social Studies/ELD Framework.

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