

Huntington Middle School

学校问责报告卡

使用 2017-18 学年的数据报告

2018-19 发布

根据州法律的要求，每年 2 月 1 日之前，加利福尼亚州的每所学校都要发布学校问责报告卡（SARC）。SARC 包含有关每所加利福尼亚州公立学校的状况和成绩的信息。根据地方控制拨款准则（LCFF），所有当地教育机构（LEA）都必须制定地方控制和问责计划（LCAP），该计划将描述学校预计如何通过具体活动满足所有学生的年度学校特定目标，从而解决州和地方的优先事项。此外，LCAP 中报告的数据应与 SARC 中报告的数据一致。

- 有关 SARC 要求的更多信息，请参阅加利福尼亚州教育部（CDE）SARC 网页，网址为：<http://www.cde.ca.gov/ta/ac/sa/>。
- 有关 LCFF 或 LCAP 的更多信息，请参阅 CDE LCFF 网页，网址为 <http://www.cde.ca.gov/fg/aa/lc/>。
- 有关学校的其他信息，家长/监护人和社区成员应联系学校校长或学区办公室。

DataQuest

DataQuest 是一款在线数据工具，位于 CDE DataQuest 网页（网址为：<http://dq.cde.ca.gov/dataquest/>），其中包含有关该学校的其他信息以及学校与学区和县的比较信息。具体来说，DataQuest 是一个动态系统，提供问责报告（例如，测试数据、注册、高中毕业生、辍学、课程注册、人员配置和有关英语学习者的数据）。

互联网访问

公共图书馆和可公开访问的其他位置（例如，加利福尼亚州州立图书馆）提供互联网访问。图书馆和公共场所的互联网访问通常以先到先得的方式提供。其他使用限制可能包括操作时间、工作站可能使用的时长（取决于可用性），工作站上可用的软件程序类型以及打印文档的能力。

关于本学校

联系信息（2018-19 学年）

学校联系信息	
学校名称	Huntington Middle School
街道	1700 Huntington Drive
城市、省份、邮政	San Marino, California 91108
电话号码	626 299-7060
校长	Mrs. Alana Faure
电子邮件地址	afaure@smusd.us
网站	www.hehms.us
县学区学校	19-64964-6022503

学区联系信息	
学区名称	San Marino Unified School District
电话号码	626 299-7000
主管	Loren Kleinrock - Interim
电子邮件地址	superintendent@smusd.us
网站	www.smusd.us

学校描述和办学宗旨（2018-19 学年）

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 enhancements, 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.

按年级水平的在校学生数（2017-18 学年）

年级	数量
6 年级	220
7 年级	233
8 年级	285
在校学生总数	738

按群体的在校学生数（2017-18 学年）

学生 (群体)	百分比 在校学生总数
黑人或非裔美国人	0.8
美洲印第安人或阿拉斯加原住民	0.1
亚裔	56.8
菲律宾裔	2.0
西班牙裔或拉丁裔	8.0
夏威夷原住民或太平洋岛民	0.1
白人	22.8
两个或多个种族	0
低保户	7.0
英语学习者	8.5
残障学生	8.5
寄养青少年	0.1

A. 学习条件

州优先级：基本

SARC 提供以下与州优先级相关的信息：基本（优先级 1）：

- 教师在学科领域及其正在教授的学生中得到适当分配和完全认证的程度；
- 学生可以使用符合标准的教学材料；以及
- 学校设施维护良好。

教师证书

教师	学校			学区
	2016-17	2017-18	2018-19	2018-19
经过完全认证	39	37	38	154.3
未经完全认证	0	0	0	0
教学超越学科能力范围（经过完全认证）	0	0	0	0

教师任用不当数和教师职位空缺数

指标	2016-17	2017-18	2018-19
英语学习者的教师任用不当数	0	0	0
教师任用不当总数*	0	0	0
教师职位空缺数	0	0	0

注意：“任用不当数”是指由缺乏教授该年级、学科领域、学生群体等的合法授权的教师填补的职位数量。

*教师任用不当总数包括英语学习者的教师任用不当数。

教科书和教学材料的质量、流通、可用性（2018-19 学年）

收集数据的年份和月份： September 2018

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2007) are standards-based. The History-Social Science, Science, and Health curriculums are being reviewed and recommended for adoption in 2018-19. On September 25, 2018, 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 <https://goo.gl/XELD4N>

学科	教科书和教学材料/ 采用年份	从最近采用吗?	学生百分比 缺乏自己的分配的副本
阅读/语言艺术	https://goo.gl/XELD4N	Yes	0
数学	https://goo.gl/XELD4N	Yes	0
科学	https://goo.gl/XELD4N	No	0
历史与社会科学	https://goo.gl/XELD4N	No	0
外语	https://goo.gl/XELD4N	Yes	0
健康	https://goo.gl/XELD4N	No	0
视觉与表演艺术	N/A		

学校设施条件和计划性改进（最近一年）

Huntington Middle School facilities are clean, safe, and functional. No Williams Complaints have been filed. 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 <https://goo.gl/SMtg2j>. An evaluation of all schools facilities conditions is completed annually in the fall. Facilities Inspection Tool is an annually required inspection and is intended to report on the existing conditions of various aspect of our school facilities. This is not a tool intended to evaluate equipment. This doesn't reflect repair costs, equipment efficiency, or the frequency of repair since the previous year's FIT. This is a snapshot in time evaluating a predetermined list of the facility equipment and conditions. This inspection is not designed to use as a capital improvement tool.

学校设施维修状态良好（最近一年）

使用最近收集的设施检查工具（FIT）数据（或等效数据），提供以下内容：

- 确定所列系统的维修状态
- 描述任何需要的维护，以确保维修良好
- 收集数据的年份和月份
- 综合评分

学校设施维修状态良好（最近一年）		
最新 FIT 报告的年份和月份：November 20, 2018		
已检查的系统	维修状态	需要的维修以及已采取或计划的行动
系统：气体泄漏、机械/暖通系统（HVAC）、下水道	良好	HVAC air conditioning systems upgraded in the summer of 2018.
室内：室内表面	良好	
清洁度：整体清洁、害虫/寄生虫侵扰	良好	
电力：电力	良好	114: Broken light switch in storeroom, to be repaired by Maintenance Staff
洗手间/饮水机：洗手间、水槽/饮水机	良好	300:00:00
安全：消防安全、危险材料	良好	Two bookcases have been moved and fastened to the wall in the science lab to create unimpeded ingress/egress to the workroom.
结构：结构损坏、屋顶	良好	
户外：操场/学校场地、窗户/门/大门/栅栏	良好	Security fencing is being studied for the school campus. Some gates are already in place. The completion of the project is slated for 2019-2020 once construction on the Barth Athletic Complex is completed.

总体设施评级（最近一年）

最新 FIT 报告的年份和月份：November 20, 2018	
综合评分	优异

B. 学生成绩

州优先级：学生成绩

SARC 提供以下与州优先级相关的信息：学生成绩（优先级 4）：

- **全州评估**（即加利福尼亚州学生表现和进度评估[CAASPP]系统，包括针对普通教育人群的学生的智力平衡总结评估和针对英语语言艺术/读写能力[ELA]以及数学的加利福尼亚州替代评估[CAA]（3-8 年级和 11 年级）。只有符合条件的学生才能参加 CAA 的管理。CAA 项目针对患有严重认知障碍的学生，与共同核心州立标准[CCSS]相关，符合替代性学业成就标准）；以及
- 成功完成课程的学生百分比，这些课程符合加利福尼亚州大学和加利福尼亚州州立大学的入学要求，或职业技术教育顺序或学习计划。

所有学生在英语语言艺术/读写能力（ELA）和数学方面的 CAASPP 测试结果

3-8 年级和 11 年级

学科	达到或超过州标准的学生百分比 (3-8 年级和 11 年级)					
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
英语语言艺术/读写能力 (3-8 年级和 11 年级)	88.0	83.0	89.0	87.0	48.0	50.0
数学 (3-8 年级和 11 年级)	81.0	82.0	85.0	87.0	37.0	38.0

注意：当参加测试的学生人数为 10 人或更少时，不计算百分比，因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：ELA 和数学测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

按学生群体在 ELA 中的 CAASPP 测试结果

3-8 年级和 11 年级（2017-18 学年）

学生群体	总计注册	人数参加测试	百分比参加测试	百分比达到或超过
全体学生	735	706	96.05	83.43
男	389	373	95.89	77.75
女	346	333	96.24	89.79
黑人或非裔美国人	--	--	--	--
美洲印第安人或阿拉斯加原住民	--	--	--	--
亚裔	420	403	95.95	88.34
菲律宾裔	11	11	100.00	81.82
西班牙裔或拉丁裔	59	57	96.61	70.18
夏威夷原住民或太平洋岛民	--	--	--	--
白人	164	155	94.51	77.42
两个或多个种族	73	72	98.63	81.94
低保户	58	58	100.00	81.03
英语学习者	126	110	87.30	69.09
残障学生	51	50	98.04	32.00
寄养青少年	--	--	--	--

注意：ELA 测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

注意：当学生人数为 10 人或更少时，表格中会出现双破折号（--），因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：参加测试的学生人数包括参加测试的所有学生（无论获得分数与否）；但是，参加测试的学生人数不会用于计算成绩水平百分比。仅使用获得分数的学生人数计算成绩水平百分比。

按学生群体在数学中的 CAASPP 测试结果 3-8 年级和 11 年级（2017-18 学年）

学生群体	总计注册	人数参加测试	百分比参加测试	百分比达到或超过
全体学生	735	722	98.23	82.41
男	389	383	98.46	80.94
女	346	339	97.98	84.07
黑人或非裔美国人	--	--	--	--
美洲印第安人或阿拉斯加原住民	--	--	--	--
亚裔	420	417	99.29	92.33
菲律宾裔	11	11	100	72.73
西班牙裔或拉丁裔	59	57	96.61	54.39
夏威夷原住民或太平洋岛民	--	--	--	--
白人	164	157	95.73	70.06
两个或多个种族	73	72	98.63	79.17
低保户	58	58	100	77.59
英语学习者	126	126	100	81.75
残障学生	51	50	98.04	24
寄养青少年	--	--	--	--

注意：数学测试结果包括智力平衡总结评估和 CAA。“达到或超过百分比”的计算方法是：在智力平衡总结评估中达到或超过标准的学生总数加上在 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

注意：当学生人数为 10 人或更少时，表格中会出现双破折号（--），因为此类学生人数太少，无法统计准确性或保护学生的隐私。

注意：参加测试的学生人数包括参加测试的所有学生（无论获得分数与否）；但是，参加测试的学生人数不会用于计算成绩水平百分比。仅使用获得分数的学生人数计算成绩水平百分比。

所有学生在科学科目的 CAASPP 测试结果 5、8、10 年级

学科	达到或超过州标准的学生百分比					
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
科学（5、8、10 年级）	N/A	N/A	N/A	N/A	N/A	N/A

注意：具有 N/A 值的单元格不需要数据。

注意：2016-17 和 2017-18 数据不可用。CDE 正在开发基于加利福尼亚州公立学校下一代科学标准（CA NGSS）的新科学评估。加利福尼亚州科学测试（CAST）在 2017 年春季进行了试点测试，并在 2018 年春季进行了现场测试。CAST 将在 2018-19 学年期间进行运作管理。适用于科学的 CAA 进行了两年的试点测试（即 2016-17 学年和 2017-18 学年），适用于科学的 CAA 将在 2018-19 学年进行现场测试。

注意：科学测试结果包括 CAST 和适用于科学的 CAA。“达到或超过百分比”的计算方法是：在 CAST 上达到或超过标准的学生总数加上在适用于科学的 CAA 上达到标准（即达到 3 级，或相当于 3 级）的学生总数除以参加两项评估的学生总数。

职业技术教育课程（2017-18 学年）

职业技术教育参与（2017-18 学年）

测量	职业技术教育（CTE）课程参与
参加 CTE 的学生人数	0
完成 CTE 课程并获得高中文凭的学生百分比	0
学校和高等教育机构之间排序或连贯的 CTE 课程的百分比	0

加利福尼亚大学（UC）和/或加利福尼亚州立大学（CSU）入学课程

UC/CSU 课程测评	百分比
2017-18 学年报名参加 UC/CSU 入学必修课程的学生	22.2
2016-17 学年完成 UC/CSU 入学所有必修课程的毕业生	

州优先级：其他学生成绩

SARC 提供以下与州优先级相关的信息：其他学生成绩（优先级 8）：

- 学生在体育学科领域的成绩。

加利福尼亚州体能测试结果（2017-18 学年）

年级 (年级)	符合健康标准的学生百分比		
	四项（共六项）标准	五项（共六项）标准	六项（共六项）标准
7	7.3	26.3	57.8

注意：当参加测试的学生人数为 10 人或更少时，不计算百分比，因为此类学生人数太少，无法统计准确性或保护学生的隐私。

C.互动

州优先级：家长参与

SARC 提供以下与州优先级相关的信息：家长参与（优先级 3）：

- 学区努力寻求家长的投入，为学区和每个学校做决策。

家长参与的机会（2018-19 学年）

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 Huntington Middle 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. At the end of PTA Association meetings, the principal updates parents about the curriculum, teaching strategies, and programs at HMS and provides parents 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 Facts) 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 week 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. Finally, all parents are encouraged to take part in the annual California School Parent Survey (CSPS) provided to all parents each February via online submission through WestEd.

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 PTA Affiliates 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. The Huntington Middle School PTA provides generous support to teachers for classroom budgets to purchase instructional materials designed to meet a variety of student levels in their classrooms. The 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, contact Huntington Middle School at (626) 299-7060.

州优先级：学生参与

SARC 提供以下与州优先级相关的信息：学生参与（优先级 5）：

- 高中辍学率；和
- 高中毕业率。

辍学率和毕业率（四年同期比率）

指标	学校			学区			州		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
辍学率				0.8	2.1	2.2	10.7	9.7	9.1
毕业率				98.1	97.3	95.3	82.3	83.8	82.7

有关计算 2016-17 调整后同期毕业率的公式，请参阅 SARC 网页上的 2017-18 学年数据元素定义文档，网址为：<https://www.cde.ca.gov/ta/ac/sa/>。

完成高中毕业要求 - 2017 年毕业班（一年比率）

(群体)	2017 年毕业班		
	学校	学区	州

州优先级：学校风气

SARC 提供以下与州优先级相关的信息：学校风气（优先级 6）：

- 学生停课率；
- 学生开除率：和
- 关于安全感的其他当地措施。

停课和开除

率	学校			学区			州		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
停课	0.4	0.0	0.0	0.4	0.4	0.3	3.7	3.7	3.5
开除	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

学校安全计划（2018-19 学年）

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. As such, HMS has both parent and staff representatives on the SMUSD Safety Committee, SMUSD Wellness Committee, and the 2018-19 Student Suicide Prevention Policy Prevention Committee. Moreover, HMS has implemented semester assemblies based on kindness and compassion along with monthly good citizenship award recognition. Huntington Middle School also implements the Where Everybody Belongs (WEB) curriculum to help new students make connections and the Safe Schools Ambassador (SSA) program for bully prevention. In February of 2018 students in grade seven completed the California Healthy Kids Survey, please see the results at <https://goo.gl/WjMV3A>.

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 in March 2018 by the Huntington Middle School School Site Council. The plan will be updated in March 2018. 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.

D.其他 SARC 信息

本部分的信息必须包括在 SARC 中，但不包括在 LCFF 的州优先级中。

平均班级规模和班级规模分布（小学）

年级 (年 级)	2015-16				2016-17				2017-18			
	平均 班级 规模	班级数量			平均 班级 规模	班级数量			平均 班级 规模	班级数量		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	28	5	39	5	25	19	25	5	25	14	27	7

班级的数量表示每个规模类别（每班的学生总数）中有多少个班级。

** “其他” 类别适用于多年级班级。

平均班级规模和班级规模分布（初中）

学科	2015-16				2016-17				2017-18			
	平均班级规模	教室数量			平均班级规模	教室数量			平均班级规模	教室数量		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
英语	22.0	12	12		23.0	11	13		24.0	8	15	
数学	26.0	3	14	2	26.0	4	14	2	25.0	6	13	1
科学	25.0	7	13		27.0	3	17		27.0	4	14	1
社会科学	28.0	1	15	2	27.0	3	17		27.0	4	15	

注意：班级的数量表示每个规模类别（每个教室的学生总数）中有多少教室。在初中级别中，这些信息按学科领域，而不是年级报告。

学业辅导员和其他支持人员（2017-18 学年）

职务	FTE 数量 (分配到学校)	平均学生人数 (学业辅导员)
学业辅导员	1	700
辅导员（社会/行为或职业发展）	0	N/A
图书馆媒体教师（图书馆员）	0	N/A
图书馆媒体服务人员（辅导员助手）	1	N/A
心理学家	1	N/A
社会工作者	0	N/A
护士	.25	N/A
演讲/语言/听力专家	1	N/A
资源专家（非教学）	0	N/A
其他	0	N/A

注意：具有 N/A 值的单元格不需要数据。

*一个全工时（FTE）相当于一名全职工作人员；一个 FTE 也可以代表两名工作人员，每人工作 50% 的全职工作。

每个学生和学校教师工资的支出（2016-17 财年）

(年级)	每个学生的支出			平均教师薪水
	总计	补助/受限	基本/无限制	
学校	\$10,756	\$3,071	\$7,685	\$80,114
学区	N/A	N/A	\$7,729	\$79,935
百分比差异：学校和学区	N/A	N/A	-0.6	0.2
州	N/A	N/A	\$7,125	\$71,392
百分比差异：学校和州	N/A	N/A	7.6	11.5

注意：具有 N/A 值的单元格不需要数据。

加利福尼亚州教育部于 2018 年 8 月 1 日向 LEA 发布了关于如何计算将在 2018-19 学年报告卡上报告的每学生学校支出的指导。

获得拨款的服务类型（2017-18 财年）

Huntington Middle School receives Title I funds which are used to tutor students in the lower quartile of those who took the California Assessment of Student Performance and Progress (CAASPP) in the areas of Math and English three mornings a week before school. Additionally, these funds are used to support all students in all areas by providing them with non-instructional support after school in our Homework Club.

教师和行政工资（2016-17 财年）

类别	学区金额	同一类别中学区的州平均值
教师起薪	\$50,546	\$45,681
教师的中档薪水	\$72,384	\$70,601
教师的最高薪水	\$100,423	\$89,337
校长的平均薪水（小学）	\$126,204	\$110,053
校长的平均薪水（初中）	\$131,118	\$115,224
校长的平均薪水（高中）	\$137,114	\$124,876
主管薪水	\$232,875	\$182,466
教师工资预算的百分比	32.0	33.0
行政人员工资预算的百分比	7.0	6.0

有关工资的详细信息，请参阅 CDE 认证工资和福利网页，网址为：<http://www.cde.ca.gov/ds/fd/cs/>。

大学预修（AP）课程（2017-18 学年）

学科	提供的 AP 课程数量*	AP 课程学生的百分比
计算机科学	0	N/A
英语	0	N/A
美学和表演艺术	0	N/A
科学	0	N/A
社会科学	0	N/A

具有 N/A 值的单元格不需要数据。

*其中至少一名学生注册了课程。

职业发展（最近三年）

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 continued implementation of the:

- (1) CCSS-aligned ELA/ELD adopted materials,
- (2) Math adoption, McGraw-Hill Mathematics,
- (3) Next Generation Science Standards, and
- (4) 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.).

(4)(a) 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.

(4)(b) 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 2018-19 school year, the English department continues to focus on the successful implementation of the ELA/ELD program StudySync. Our science department is focused on Next Generation Science Standards (NGSS) based lessons. Our social studies department is focused on learning about and beginning to transition to the California Social Studies/ELD Framework.