

Huntington Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Huntington Middle School
Street	1700 Huntington Drive
City, State, Zip	San Marino, California 91108
Phone Number	626 299-7060
Principal	Mrs. Alana Faure
Email Address	afaure@smusd.us
Website	www.hehms.us
County-District-School (CDS) Code	19-64964-6022503

Entity	Contact Information
District Name	San Marino Unified School District
Phone Number	626 299-7000
Superintendent	Dr. Jeff Wilson
Email Address	superintendent@smusd.us
Website	www.smusd.us

School Description and Mission Statement (School Year 2019-20)

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 and 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	244
Grade 7	229
Grade 8	227
Total Enrollment	700

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.1
Asian	55.9
Filipino	2.6
Hispanic or Latino	8.4
White	23.1
Two or More Races	9
Socioeconomically Disadvantaged	6.1
English Learners	10.3
Students with Disabilities	9.1
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	38	43	187
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

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 2015-16. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2019-20 - Amplify Science pilot) are standards-based. Health curriculum-Teen Talk was reviewed and recommended for adoption in 2019-20. The History-Social Science materials will be reviewed for adoption in 2020-2021 along with Science curriculum recommendations for adoption to be reviewed at the end of the 2019-20 pilot. On September 10, 2019, 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 t.ly/np0Yj

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	t.ly/np0Yj	Yes	0
Mathematics	t.ly/np0Yj	Yes	0
Science	t.ly/np0Yj	Yes	0
History-Social Science	t.ly/np0Yj	No	0
Foreign Language	t.ly/np0Yj	Yes	0
Health	t.ly/np0Yj	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: October 25, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Six (6) deficiencies due to roofing which also led to six (6) deficiencies to interior surfaces due to ceiling tile damage.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Two (2) issues of structural damage deficiency due to ramp skirts coming off the portable ramps.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	83	87	87	89	50	50
Mathematics (grades 3-8 and 11)	82	85	87	87	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	683	662	96.93	3.07	87.31
Male	361	352	97.51	2.49	83.52
Female	322	310	96.27	3.73	91.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	380	366	96.32	3.68	89.07
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	60	57	95.00	5.00	75.44
Native Hawaiian or Pacific Islander					
White	153	151	98.69	1.31	88.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	68	68	100.00	0.00	85.29
Socioeconomically Disadvantaged	44	44	100.00	0.00	88.64
English Learners	119	106	89.08	10.92	75.47
Students with Disabilities	52	51	98.08	1.92	43.14
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	683	673	98.54	1.46	84.55
Male	361	359	99.45	0.55	84.68
Female	322	314	97.52	2.48	84.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	380	374	98.42	1.58	91.44
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	60	57	95.00	5.00	68.42
Native Hawaiian or Pacific Islander					
White	153	152	99.35	0.65	76.32
Two or More Races	68	68	100.00	0.00	83.82
Socioeconomically Disadvantaged	44	44	100.00	0.00	90.91
English Learners	119	117	98.32	1.68	85.47
Students with Disabilities	52	51	98.08	1.92	39.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	13.7	27.9	45.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 School 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 district 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 Hauntington 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. 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.6	0.4	0.3	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Student Suicide 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 2019 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 2019 by the Huntington Middle School School Site Council. The plan will be updated in March 2020. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	11	13		24	8	15		20	14	10	
Mathematics	26	4	14	2	25	6	13	1	23	9	10	
Science	27	3	17		27	4	14	1	21	11	10	
Social Science	27	3	17		27	4	15		25	7	11	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	683

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,756	\$3,071	\$7,685	\$80,114
District	N/A	N/A	\$7,729	\$83,198.00
Percent Difference - School Site and District	N/A	N/A	-0.6	0.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	7.6	11.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Huntington Middle School provides students learning English as an additional language a supplemental support class during the school's zero period (7:00 am - 7:50 am) paid for through Title III funding.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,208
Mid-Range Teacher Salary	\$74,556	\$72,218
Highest Teacher Salary	\$103,440	\$92,742
Average Principal Salary (Elementary)	\$129,990	\$134,864
Average Principal Salary (Middle)	\$135,052	\$118,220
Average Principal Salary (High)	\$141,227	\$127,356
Superintendent Salary	\$239,861	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1

The San Marino Unified School District students outperform their grade level peers throughout the state on nearly all indicators reported on the California School Dashboard (<https://www.caschooldashboard.org/>). However, professional development primary/major areas of focus have been developed through a review of that data along with other locally collected data, site and district level needs assessments, and engagement with the community. Eight (8) teachers from each school site were sent to the two-day UDL Boot Camp for Teachers, Presented by Dr. James Mckenna at the West San Gabriel Valley (WSGV) Special Education Local Plan Area (SELPA). This two-day in-person workshop is designed to provide teachers with a clear understanding of why Universal Design for Learning is essential, how it incorporates research in learning and motivation, and what the actual framework entails. Participants will engage in a collaborative examination of lessons to identify UDL in action and generate opportunities for further implementation. Furthermore, these same teachers were sent to a two day follow up UDL Implementation Academy where they learned about the phases of UDL implementation, determine where the organization is in the implementation process, and create a plan for moving forward. Participants workshopped ideas received and provided feedback, and identified the next steps in the UDL journey. Teachers in this session explored the systems and infrastructure that support UDL implementation, practiced protocols that support the scaling of UDL, determined areas for growth in your own setting, set short-term and long-term goals, and designed an implementation plan. Additionally, one (1) to two (2) representatives from each school site were sent to SPORT2 Suicide Prevention Training with the Los Angeles County Office of Education (LACOE) and the Department of Mental Health (DMH) to learn more about aligning district practices and policies with AB2246, Multi-Tiered System of Support (MTSS), and Positive Behavioral Intervention and Supports (PBIS). Moreover, those same staff members were sent to a four (4) day Foundations of a Multi-Tiered System of Support (MTSS) training to learn how to develop a framework for providing tiered teaching and interventions around academic, behavior and social-emotional supports that address the needs of ALL students. The District team aligned the system of initiatives, supports, and resources, organize and plan our MTSS efforts and began to plan the continuous improvement processes at all levels of the system to meet the needs of the whole child.

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 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 continuous 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 2019-20 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 through the piloting of the Amplify science curriculum. Our social studies department is focused on learning about and beginning to transition to the California Social Studies/ELD Framework.