

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Huntington Middle School
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
School Website	www.hehms.us
CDS Code	19649646022503

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Marino Unified School District
Street	1665 West Drive
City, State, Zip	San Marino, CA 91108
Phone Number	626 299-7000
Superintendent	Dr. Alex Cherniss
Web Site	www.smusd.us
E-mail Address	superintendent@smusd.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 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 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, call (626) 299-7060 and ask for the school administrative assistant.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 2017-18 Student Suicide Prevention Policy Prevention Committee. Moreover, HMS has implemented Mindfulness Monday's along with quarterly 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 2017 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 2017 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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: February 2, 2017

This section should be kept to 1-2 paragraphs.

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. 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 <https://goo.gl/yFnCwG>. A new school facility conditions evaluation will be completed in February 2018.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	42	39	37	159
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	739
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	1	♦
Social Worker	0	♦
Nurse	.25	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	0	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

On September 26, 2017, 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/oVzCcG>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	https://goo.gl/oVzCcG	Yes	0
Mathematics	https://goo.gl/oVzCcG	Yes	0
Science	https://goo.gl/oVzCcG	No	0
History-Social Science	https://goo.gl/oVzCcG	No	0
Foreign Language	https://goo.gl/oVzCcG	Yes	0
Health			
Visual and Performing Arts			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$9,992	\$2,867	\$7,125	\$79,402
District	♦	♦	\$7,365	\$79,935
Percent Difference: School Site and District	♦	♦	-3.3	-0.7
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site and State	♦	♦	8.4	14.0

♦ means data is not required. The fields are intentionally not provided.

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

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

Types of Services Funded (Fiscal Year 2016-17)

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

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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 four days a week after 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 clubs.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

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

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 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.