

Huron Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Huron Elementary School
Street	36131 N Street
City, State, Zip	Huron CA, 93234
Phone Number	(559) 945-2236
Principal	Sophie Phin-Rizo
Email Address	sphin@chusd.org
Website	http://chusd.org
County-District-School (CDS) Code	10-62125-6005961

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Coalinga-Huron Unified School District
Phone Number	(559) 935-7500
Superintendent	Lori Villanueva
Email Address	lvillanueva@chusd.org
Website	http://www.chusd.org

DISTRICT MISSION:

Coalinga-Huron Unified School District will engage, challenge, and inspire all students by the way of a high-quality instructional programming, utilizing safe and attractive facilities, and promote effective communication that honors the input of our stakeholders.

Principal's Message:

On behalf of the staff of Huron Elementary School, we would like to welcome you and your children to an enriching school year. We want you to know that our doors may be closed but school is open. Our excellent teaching staff and support personnel is committed to continuing the very important work of educating students and ensuring that every child succeeds and has fun doing it. Our goal is to support and encourage each child to achieve his/her optimum potential by instilling in them an intrinsic sense of worth, curiosity, and love of learning. We are here to make sure your children are in a safe and supportive learning environment, in person or virtual, where learning can occur and children can express themselves without fear of ridicule.

Huron Elementary School's Vision:

Our vision as an educational community is to create academic excellence by having high expectations for students in all curricular areas. We have a shared commitment to instill emotional intelligence by working collaboratively with all staff, students, parents, and community. In the process, a safe and positive learning environment will be provided for students to be confident, enthusiastic life-long learners while preparing them to pursue their professional and vocational goals.

Our staff is here to foster and support you and your student in the pursuit of excellence. Parents are a vital part of the N.E.S.T. (Nurture Every Student's Talent)! We ask that you be active and engaged in your child's education. It is essential in developing a strong partnership between home and school. More so now than ever, whether you are working full time or stay at home, make sure you take time everyday to connect and be present with your child. Talk to your child about what they are doing in school, have your child read to you, provide a quiet place to do homework everyday, and help your child stay organized! We are a school where everyone shares in the responsibility for the success of every one of our students. We cannot do it alone. Here's to a strong year of teamwork, community building, inclusion, and a commitment to do our best and be our best for Huron Eagle's amazing student population.

Huron Elementary School's Mission:

Our mission is to:

- Provide academic excellence by differentiating instruction to accommodate various learning styles implemented through state standards.
- Maintain high expectations by means of professional development, collaborative teacher planning, vertical articulation, and student data.
- Implement school wide discipline and a positive behavior plan that involves reflection from students, teachers, and parents.
- Promote tolerance, compassion, and respect through outreach programs, activities, technology and the arts.
- Provide a safe, stimulating, and engaging learning environment.
- Offer expanded learning opportunities within community, local, and state activities.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	137
Grade 1	123
Grade 2	135
Grade 3	123
Grade 4	153
Grade 5	134
Total Enrollment	805

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	2.6
Hispanic or Latino	84.3
White	0.7
Socioeconomically Disadvantaged	98.9
English Learners	78.1
Students with Disabilities	5.2
Foster Youth	0.7
Homeless	0.7

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	35	37	183
Without Full Credential	4	3	2	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	3	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders 2016-17	Yes	0
Mathematics	Houghton Mifflin Harcourt's Go Math K-5 2015-16	Yes	0
Science	MacMillan McGraw-Hill California Science 2007	Yes	0
History-Social Science	Scotts Foresman Our Communities 2006	Yes	0

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

School Facility Conditions and Planned Improvements

Huron Elementary is inspected annually by Fresno County Office of Education for Williams Compliance. Based on the current year Facility Inspection Tool (FIT) or equivalent, Huron Elementary received an overall rating of "Exemplary"

We provide a clean and safe learning environment for students. Custodial and grounds staff work diligently daily to maintain classrooms, buildings, and grounds.

Prior to the 2019-20 school year, the multiple school wide renovation and modernization projects were completed to include the following:

- A new wing which will provide 10 new classrooms specifically for kindergarten and our students with special needs in moderate to severe class
- A new "courtyard area" located at the front of the school which includes new shade structures, tables, bike racks, and additional security fencing
- A new staff parking lot
- Modernization of staff and student restrooms
- Modernization of cafeteria windows and doors
- Window renovations for the 200, 300, and 400 wings
- Modernizations for the 200, 300, and 400 wings
- New HVAC units for the 200, 300, 400, 600, and 700 wings
- Repairs and upgrades to pavement throughout campus

Additionally, in the spring of 2020, four electric vehicle charge stations for public and staff use were installed in the staff parking.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Chipped paint 0 Paint chipping on poles near sidewalk between 300-400 wing. - RESOLVED; PAINTED POLES 10-8-2020
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	19	N/A	30	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

We recognize the tremendous impact parental engagement has on student achievement and encourage parents and guardians to become involved with their child's education. We offer a variety of parental involvement opportunities throughout the school year to include, but are not limited, to serving as a member on school parent advisory committees, such as School Site Council (SSC), English Language Advisory Committee (ELAC), or participating in ongoing parent surveys to provide much needed feedback for overall program improvement. SSC and ELAC meetings are held throughout the year and are open to the public.

In an effort to provide meaningful and relevant parent workshops, stakeholder input was used to determine parent workshop topics. Parent workshops are facilitated by members of our teaching and support staff.

The Parent and Family Engagement Policy is available upon request as well as posted on the school's website.

Individuals interested in serving on a school parent council or committee or would like additional information on any of the items mentioned above are encouraged to contact Ms. Norma Cruz at (559) 945-2236.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	4.1	5.0	6.6	3.5	3.5
Expulsions	0.0	0.0	0.3	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Huron Elementary has a School Safety Plan and a School Crisis Response Plan on file. Both plans were developed with input from staff, parents, and other stakeholders. Plans are reviewed and updated accordingly on an annual basis.

Our goal is to maintain a safe and nonviolent environment that is conducive to learning. In order to ensure an orderly school environment, Huron Elementary employs a full-time Campus Security Liaison to assist with student supervision. Furthermore, the district has partnered with the local police departments in Coalinga and Huron for School Resource Officers.

As part of our emergency preparedness, once in person attendance resumes, students and staff will participate in regularly scheduled Fire, Earthquake, and Lockdown drills. Selected staff participate in AED and CPR training.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	6		24		6		22	1	5	
1	24		5		26		5		25		5	
2	25		6		24		5		22		6	
3	20	1	5		24		6		24		5	
4	29		5		30		4		30		5	
5	24	1	5		26	1	5		32		4	
Other**					5	2			8	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	805

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,049	\$2,362	\$6,687	72596.78
District	N/A	N/A	\$9,883	\$74,481
Percent Difference - School Site and District	N/A	N/A	-38.6	-2.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-14.7	-4.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Local Control Funding Formula (LCFF) provides state funding for base and supplemental programs. LCFF funds are allocated according to Local Control Accountability Plan (LCAP) adopted by the district's governing board of education.

Huron Elementary utilizes Title I, Part A funds are used to support program implementation aimed at improving academic achievement for our low-performing economically disadvantaged students. Funds are expended to purchase supplemental instructional material and supplies, supplemental educational software and programs, and expenses related to salary and benefits for the Academic Coach, Reading Intervention Specialist as well as Reading Intervention Aides.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,208	\$47,145
Mid-Range Teacher Salary	\$78,206	\$74,952
Highest Teacher Salary	\$92,466	\$96,092
Average Principal Salary (Elementary)	\$103,694	\$116,716
Average Principal Salary (Middle)	\$106,466	\$120,813
Average Principal Salary (High)	\$115,043	\$131,905
Superintendent Salary	\$156,476	\$192,565
Percent of Budget for Teacher Salaries	31.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	7

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Despite the many challenges brought about by COVID-19, our goal continues to be providing meaningful and relevant professional development that is responsive to staff and student needs. We are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development in all subjects (Math, STEAM, ELA, ELD, assessments, etc.).

However, in preparation for the start of an unprecedented school year, a focus was placed on providing teachers the necessary tools needed to provide robust instruction in distance learning and increase teacher capacity with technology. Teachers participated in a Caitlin Tucker Blended/Online Learning course focusing on effective researched based strategies for online/distance learning. Additionally, teachers participated in ongoing professional development centered around technology to include the use of specific district adopted education software programs.

Teachers participate in monthly school-wide professional development. Professional development is offered to teachers in several virtual formats (after-school workshops, one-to-one training, or remote web based training).

Huron Elementary implements the Sobrato Early Academic Language (SEAL) Model in grades TK through fifth. Through SEAL, our teachers are immersed in ongoing professional development that encompass language instruction, ELA/ELD and content integration, and effective research based instructional practices. Teachers also have the opportunity to engage in personalized professional development through their work with on-site SEAL and Academic coaches.

Teacher leaders are provided opportunities to attend conferences and workshops to further the collective knowledge of all members of their grade level teams and learning communities. Teachers new to the professional and are participating in BTSA are assigned a mentor teacher. Teachers under an internship, PIP, or STSP are under the mentorship of the Academic Coach.