Huron Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Coalinga-Huron Unified School District
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Coalinga CA, 93210
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School Description

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.

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.

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.

Principal's Message
On behalf of the entire staff at Huron Elementary School, we would like to welcome you and your children to what we promise will be a fun and enriching school year.

Every student is expected to S.O.A.R.
S.afety O.wn your choices A.chieve your goals R.espect and Responsibility.

Eagle's excellent teaching staff and support personnel want to ensure 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. Another priority is your child's safety and security! We are here to make sure your children are in a safe and supportive learning environment where learning can occur and children can express themselves without fear of ridicule.

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. 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.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	132
Grade 2	122
Grade 3	146
Grade 4	122
Grade 5	154
Total Enrollment	822

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	3.8
Hispanic or Latino	94.3
White	0.5
Socioeconomically Disadvantaged	98.8
English Learners	79.7
Students with Disabilities	8.2
Foster Youth	0.7
Homeless	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 for Huron Elementary	17-18	18-19	19-20
With Full Credential	32	32	35
Without Full Credential	7	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coalinga-Huron Unified	17-18	18-19	19-20
With Full Credential	♦	♦	180
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Huron Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

* 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)

Textbooks and Instructional Materials
Year and month in which data were collected: August 26, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Harcourt's Go Math K-5 2015-16 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw-Hill California Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scotts Foresman Our Communities 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Huron Elementary is inspected annually by Fresno County Office of Education for Williams Compliance. The most recent inspection was conducted on August 30, 2019. Based on the current year Facility Inspection Tool (FIT) or equivalent, Huron Elementary received an overall rating of "Exemplary" despite minor deficiencies identified for repair noted during the inspection.

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 beginning of the 2019-20 school year, the following renovation and modernization projects were completed:
- 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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 30, 2019

System Inspected	Repair Status	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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	Great school campus. All staff were courteous and polite. School has been updated with new HVAC systems throughout the school. New wing for kindergarten 103 -112. Great school climate.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	19	26	30	50	50
Math	16	17	14	17	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.2	9.7	3.9

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	408	94.44	19.12
Male	214	202	94.39	13.86
Female	218	206	94.50	24.27
Black or African American	--	--	--	--
Asian	13	12	92.31	33.33
Hispanic or Latino	411	388	94.40	19.07
White	--	--	--	--
Socioeconomically Disadvantaged	426	405	95.07	19.01
English Learners	364	343	94.23	20.12
Students with Disabilities	43	43	100.00	6.98
Students Receiving Migrant Education Services	32	28	87.50	7.14
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	428	99.07	17.29
Male	214	214	100.00	16.36
Female	218	214	98.17	18.22
Black or African American	--	--	--	--
Asian	13	13	100.00	30.77
Hispanic or Latino	411	407	99.03	16.71
White	--	--	--	--
Socioeconomically Disadvantaged	426	422	99.06	17.06
English Learners	364	363	99.73	17.36
Students with Disabilities	43	43	100.00	4.65
Students Receiving Migrant Education Services	32	32	100.00	6.25
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.

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)
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 parent workshops, we have contracted the services of Fresno County Office of Education to provide parent training and workshops focused on how parents can assist their student/s with homework, study skills, and parenting workshops. In addition, several Family Nights (Literacy, Math, & STEAM) will be offered throughout the year.

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 Celia 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.

School Safety Plan
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, staff and students regularly participate in Fire, Earthquake, and Lockdown drills. Selected staff participate in AED and CPR training. For the 19-20 school year, classified and certificated staff participated Navigate Prepared training.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	0.6	4.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.1	5.0	6.6
Expulsions Rate	0.5	0.3	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	822.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.0
Other	1.0

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	16	9			23	1	6		24		6	
1	19	1	7		24		5		26		5	
2	22		5		25		6		24		5	
3	21		7		20	1	5		24		6	
4	29		5		29		5		30		4	
5	25	1	5		24	1	5		26	1	5	
Other**									5	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

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

Our goal is to provide professional development that is responsive to our staff and students needs. We are committed to offering teachers a variety of professional learning opportunities and options for personalized professional development. professional learning in all subjects (Math, STEAM, ELA, ELD, assessments etc.) for TK-5th grade teachers throughout the school year. Teachers participate in monthly school-wide professional development. Professional development is offered to teachers in several formats (after-school workshops, conferences, seminars, on-site 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,302	$46,208
Mid-Range Teacher Salary	$76,673	$72,218
Highest Teacher Salary	$90,653	$92,742
Average Principal Salary (ES)	$101,968	$134,864
Average Principal Salary (MS)	$104,986	$118,220
Average Principal Salary (HS)	$115,053	$127,356
Superintendent Salary	$149,476	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7607.21	2032.45	5574.76	72596.78
District	N/A	N/A	8970.47	74481.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-46.7	-2.6
School Site/ State	-48.2	0.3

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

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.

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.