

# Hesperian Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Hesperian Elementary School
<b>Street</b>	620 Drew Street
<b>City, State, Zip</b>	San Lorenzo, CA 94580
<b>Phone Number</b>	(510) 317-5211
<b>Principal</b>	Brian McComb
<b>E-mail Address</b>	bmccomb@slzusd.org
<b>Web Site</b>	www.slzusd.org
<b>CDS Code</b>	01-61309-6002612

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Barb DeBarger (Temp)
E-mail Address	bdebarger@slzusd.org
Web Site	www.sanlorenzousd.k12.ca.us

## School Description and Mission Statement (School Year 2018-19)

### Principal's Message

#### Mission Statement:

We, the educators of the San Lorenzo Unified School District, are committed to working daily to interrupt, disrupt, and dismantle systems that act to replicate historical inequalities and commit to examining systemic, institutional, and individual biases that make us complicit in that replication.

#### Equity Vision and Mission:

As a result, students will become creative, collaborative, compassionate, resilient, well-informed and socially responsible advocates for equity and social justice as a result of their education, experience and support from educators, families and the community.

Hesperian's vision is aligned with the San Lorenzo School District's Anti-Bias Framework:

Hesperian School is a large elementary school located in the unincorporated part of San Lorenzo Unified School District that serves approximately 589 students in transitional kindergarten through fifth grade. Our student body is diverse ethnically, linguistically, and socio-economically. 62% identify as Hispanic or Latino; 15% as African-American; 5% white; 9% as Asian, 7% Filipino, and 1% as other. 51% or 303 of our students are classified as English Language Learners, with 9% or 52 students re-designate. The majority of the English Learners, Spanish is their primary language. 76% or 445 of our students qualify for the free or reduced lunch program. In kindergarten through third grades, Hesperian provides transitional Spanish bilingual classes for children whose parents prefer that they learn to read and write in both English and Spanish. We also offer primary language support to many of our Spanish-speaking children through bilingual instructional assistants and other language support like Chinese through district provided resources as available. English Language Learners receive differentiated DELD (Designated English Language Development) instruction while their English Only Peers receive instruction to support literacy. Hesperian is unique in that it is one of two elementary schools that offers a Spanish bilingual program for K-3rd graders. In addition, Hesperian has two special day classes serving the needs of autistic children.

State and federal categorical programs have allowed us to supplement the base district program with the goal of improving student achievement in transitional kindergarten through fifth grade through additional services like technology integration, staff development, literacy coaching, parent involvement, and Restorative Practices. Categorically-funded teachers provide supplementary reading support for children and their teachers in all grades. We are committed to ongoing refinement of our Tier 1 Response to Instruction and Intervention where K-5 students will receive targeted literacy instruction in leveled reading groups within a balanced literacy framework.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	98
Grade 1	81
Grade 2	105
Grade 3	107
Grade 4	108
Grade 5	90
<b>Total Enrollment</b>	<b>589</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	0.0
Asian	9.7
Filipino	7.0
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0.7
White	4.9
Socioeconomically Disadvantaged	79.8
English Learners	53.0
Students with Disabilities	9.2
Foster Youth	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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	33	30	485
Without Full Credential	0			18
Teaching Outside Subject Area of Competence (with full credential)	0			3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			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 2018-19)

Year and month in which data were collected: November 2018

Schools in the San Lorenzo Unified School District (SLZUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. The SLZUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Development, EL Achieve  Fountas and Pinnell Classroom (Balanced Literacy) Adopted in 2018	Yes	0%
Mathematics	Mathematics, Scott Foresman enVision Math, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Hesperian School was built as a small neighborhood school in 1952. It has expanded over the years as the student population has grown. A mixture of permanent and portable classrooms is now home to 34 classes for students in kindergarten through fifth grades. The campus underwent modernization under the Leroy Greene legislation in the late 1990s, which ensured that the facility is wheelchair accessible and up to current building codes.

As part of the recently passed Measure E bond, new permanent classrooms replaced four portable classrooms, and the library was expanded, doubling it in size. In addition to the library and classrooms, the school has a staff room, a multi-purpose room/cafeteria, resource/book room, computer room, and several smaller offices or classrooms for support staff. Classrooms are wired for Internet, and most rooms have wireless Internet access. The new permanent classrooms and library remodeling has increased the overall support for teaching and learning.

Hesperian School has been allocated 92.5 hours of custodial time per week and the services of a District maintenance crew to ensure that the school and grounds are clean and well maintained. Safety hazards are identified and taken care of as soon as possible. The relatively small parking lot creates a traffic hazard at dismissal time, but staff is assigned to monitor the area to prevent accidents.

The School District Emergency Plan has guidelines and procedures for dealing with earthquakes, fires, and other emergency situations. Staff members supervise students on the playground during recesses and other outdoor activities.

This site is scheduled to have the exterior painted and handrails replaced in summer of 2015. Traffic mitigation improvements have been made, by constructing a traffic loop in the front of the school and creating 40 new staff parking spaces in the back of the school.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 12/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Many of the portables have stained or damaged ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 12/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	19.0	24.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	18.0	26.0	27.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	287	98.63	23.69
Male	139	137	98.56	21.90
Female	152	150	98.68	25.33
Black or African American	38	36	94.74	8.33
Asian	29	28	96.55	35.71
Filipino	23	23	100.00	43.48
Hispanic or Latino	180	179	99.44	20.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	43.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	237	98.34	20.68
English Learners	186	185	99.46	24.86
Students with Disabilities	16	16	100.00	0.00
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	288	98.97	18.06
Male	139	138	99.28	19.57
Female	152	150	98.68	16.67
Black or African American	38	36	94.74	2.78
Asian	29	29	100	31.03
Filipino	23	23	100	39.13
Hispanic or Latino	180	179	99.44	15.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	238	98.76	14.71
English Learners	186	185	99.46	18.92
Students with Disabilities	16	16	100	0
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5	20.5	16.9

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.

## 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 2018-19)

Parents, guardians, and members of the community participate in various ways that emphasize working collaboratively with staff members to promote a healthy learning community for the Hesperian student body. The Hesperian staff recognizes the importance of parent involvement in children's education and continues to look for ways to increase the level of participation. Hesperian has an active PTO that supports the instructional program and provides extracurricular activities. The SSC and ELAC participates in establishing goals, identifying strategies for meeting goals, building a budget that supports the school plan, and monitoring on an ongoing basis in accordance with the District School Board policy. Many parent involvement activities and celebrations are held throughout the year, including Family Fridays, Literacy Events, Family Education Opportunities, Back to School and Open House. PTO sponsors numerous events as well like Movie Nights and Campus Beautification Days.

Parents and guardians are encouraged to be involved in the following ways:

1. Helping out in the classroom or school by:

- Supervising students on field trips
- Reading aloud to children
- Assisting with classroom projects

2. Supporting their children with homework and other school requirements by:

- Maintaining close contact with their child's teacher
- Bringing concerns to the attention of the school early

3. Taking part in the School Site Council (SSC) and/or the English Language Acquisition Council (ELAC) by:

- Meeting monthly or bimonthly to review the budget and school plan
- Communicating with other parents about school priorities

4. Attending school functions, such as:

- Parent-teacher-student conferences
- Monthly Family Fridays
- Musical events
- Special classroom performances or activities

5 Parent Resource Center at Hesperian

\*Hesperian has hired a Community Liaison to help run the Parent Resource Center. Hesperian will have educational resources for the community available in the Parent Resource Center. Some classes will include Loving solutions, literacy classes, technology classes, homework help, English classes, and nutrition classes. Parents will also be able to use the Parent Resource Center to obtain information about outside resources for assistance.

**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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.3	1.8	1.9	4.8	4.5	4.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

The Hesperian School Safety Plan is reviewed annually. The Plan addresses emergency procedures in response to earthquakes, fires, and/or intruders on the campus and how to put these procedures in place. It provides directions for monthly practice fire and earthquake drills and twice-yearly disaster drills. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 2018 staff meeting..

Parents are informed of the student release procedures in case of an emergency as part of the opening packet of information all students receive. The Site Site Council (SSC) and PTO address safety concerns and issues on an ongoing basis.

There are a number of other procedures in place to ensure the safety of students, teachers, and other staff members. This includes requirements for visitor sign-in and visitor badges, yard supervision by teachers and other staff, teacher notification regarding suspensions and expulsions, closed campus policy, and first aid training for selected staff members. All students have completed emergency information cards with medical information and emergency contacts; these cards are on file in the office.

In order to ensure that we have proper safety supplies at Hesperian, staff will take inventory of the safety supplies on hand. In addition, a safety committee will meet to review procedures and emergency plans.

**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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	18	4	3		18	6			20	3	2	
<b>1</b>	21	3	2		18	4	1		19	4		
<b>2</b>	22	2	3		24		4		21	1	4	
<b>3</b>	24		5		24		5		22	1	4	
<b>4</b>	29		4		29		4		31		3	
<b>5</b>	30		4		31		3		27		4	
<b>Other</b>	6	1			7	1						

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	1	N/A
<b>Library Media Teacher (Librarian)</b>	0.8	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.8	N/A
<b>Psychologist</b>	0.5	N/A
<b>Social Worker</b>	0.25	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	1	N/A
<b>Other</b>	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$6,504	\$399	\$6,105	\$78,019
<b>District</b>	N/A	N/A	\$8,535	\$82,317
<b>Percent Difference: School Site and District</b>	N/A	N/A	-33.2	-5.4
<b>State</b>	N/A	N/A	\$7,125	\$79,665
<b>Percent Difference: School Site and State</b>	N/A	N/A	-15.4	-2.1

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 2017-18)**

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant) Funding helps support the Literacy and English Language Development support, Library/Media support, Intervention Specialist, Parent Education Classes, Community Liaison
- Title III (for Limited English Proficient students) -- Bilingual Office Support, Bilingual Instructional Aid, Bilingual Professional Development, Instructional Materials for EL Students.
- Supplemental and Concentration Funding, Instructional Material for Students, Full-Time Counselor, Computer Media Tech
- Teacher Induction for Beginning Teachers
- Special Education -- One RSP teacher and 2 teachers for the SDC Autism Program
- National School Lunch Program
- ASES After School Program-Boys and Girls Club

#### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

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

#### Professional Development (Most Recent Three Years)

State and federal categorical programs have allowed us to supplement the base district program with the goal of improving student achievement in kindergarten through fifth grade through staff development, literacy coaching, and improved parent involvement. Categorically-funded teachers provide supplementary reading support for children and their teachers in all grades. We are committed to ongoing refinement of our Tier 1 Response to Instruction where K-5 students will receive targeted literacy instruction in leveled reading groups within a balanced literacy framework.

In addition, during the 2018/2019 school year, Hesperian is proud to be participating in:

Sobrato Early Academic Language (SEAL) program. SEAL is a preschool through third grade model that provides children with enriched and powerful language and literacy education. The SEAL model includes several components:

- Language-rich instruction with an emphasis on oral language development and high-level vocabulary
- High value placed on bilingualism (proficiency in both English and the home language)
- A text-rich curriculum and classroom environment that leads to appreciation and love of reading and writing
- An active, engaging and affirming learning environment
- A full curriculum (including science, social studies, arts, math and literacy) that teaches the new rigorous standards preparing children for college and career
- Teachers and parents working together to support strong language and literacy development at home and at school.

The Hesperian community is committed to working collaboratively to create systems that support highly engaged and rigorous classrooms and a healthy environment where students can learn and thrive. The staff will continue to engage in ongoing professional development and collaboration to ensure better understanding and effective implementation of the enriched curriculum through the SEAL Model, Common Core Standards, ELD Standards the integration of technology and opportunities like Restorative Justice and RTI2 that further support student success. The staff will work together to build capacity to provide intentional, appropriate academic, social and emotional support for students and to create strong partnerships with the Hesperian families. Families will be offered many opportunities to be involved in their child's schooling to learn what can be done to support their child's education. The Single School Plan outlines the initiatives we've undertaken towards these goals.

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops in various areas offered through differing Departments at the District Office, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding.

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development. Hesperian's Restorative Practices/Literacy Coach and EL Teacher on Special Assignment serves in a coaching capacity, working with teachers to plan and implement rigorous strategic English language instruction through a Balanced Literacy approach to refine literacy practices in reading comprehension and writing . Teachers are coached on how to implement small group guided reading, interactive reading , shared reading, and writers workshop. Teachers are also given coaching support in Restorative Practices strategies along with culturally relevant teaching strategies. In addition to coaching, teachers are given profession development on the implementation of the Balanced Literacy approach.

**Professional Development for New Teachers:**

Through participation in the Teacher Induction Program, the District secures support providers to work with our new teachers. Through this Teacher Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.