

# Hesperian Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Hesperian Elementary School
Street	620 Drew Street
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-5210
Principal	Brian McComb
Email Address	bmccomb@slzusd.org
Website	www.slzusd.org
County-District-School (CDS) Code	01-61309-6002612

Entity	Contact Information
<b>District Name</b>	San Lorenzo Unified School District
<b>Phone Number</b>	(510) 317-4690
<b>Superintendent</b>	Daryl Camp, Ed.D.
<b>Email Address</b>	dcamp@slzusd.org
<b>Website</b>	<a href="https://www.slzusd.org/">https://www.slzusd.org/</a>

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

### Principal's Message

Anti- Bias Framework 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 2018-19)**

Grade Level	Number of Students
Kindergarten	96
Grade 1	77
Grade 2	77
Grade 3	104
Grade 4	99
Grade 5	98
Total Enrollment	551

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	13.2
American Indian or Alaska Native	0.4
Asian	8.7
Filipino	6.9
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	1.1
White	4
Two or More Races	2.2
Socioeconomically Disadvantaged	76
English Learners	48.1
Students with Disabilities	9.8
Foster Youth	0.5
Homeless	0.4

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	30	28	473
Without Full Credential	0	0	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

**Year and month in which data were collected:** November 2019

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 district-adopted 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Fountas and Pinnell Classroom (Balanced Literacy) Adopted in 2018 for Gr. K-3 and 2019 for Gr 4-5 Writing, Lucy Calkins Units of Study, 2013 Adopted in 2013	Yes	0%
<b>Mathematics</b>	Mathematics, Scott Foresman enVision Math, 2009 Adopted in 2012	Yes	0%
<b>Science</b>	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
<b>History-Social Science</b>	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 has had new roofs and gutters installed on the permanent buildings in the summer of 2019. 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

**Year and month of the most recent FIT report:** 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	All classrooms need repainted. 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	Poor	Most sink faucets need repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Personal small appliances need removed as they are not safety compliant. Ceiling panels need repair. Roof access ladder is blocked.
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Gutters need repair due to leaks. Classroom access ramps are rusted.
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	24	25	39	37	50	50
<b>Mathematics (grades 3-8 and 11)</b>	18	23	27	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	286	282	98.60	1.40	25.18
<b>Male</b>	134	132	98.51	1.49	19.70
<b>Female</b>	152	150	98.68	1.32	30.00
<b>Black or African American</b>	40	39	97.50	2.50	5.13
<b>American Indian or Alaska Native</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	25	25	100.00	0.00	56.00
Filipino	23	23	100.00	0.00	30.43
Hispanic or Latino	181	178	98.34	1.66	25.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	229	226	98.69	1.31	22.57
English Learners	172	170	98.84	1.16	29.41
Students with Disabilities	27	26	96.30	3.70	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	283	98.95	1.05	22.97
Male	134	134	100.00	0.00	21.64
Female	152	149	98.03	1.97	24.16
Black or African American	40	39	97.50	2.50	5.13
American Indian or Alaska Native					
Asian	25	25	100.00	0.00	56.00
Filipino	23	23	100.00	0.00	39.13
Hispanic or Latino	181	179	98.90	1.10	21.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	229	227	99.13	0.87	19.38
English Learners	172	172	100.00	0.00	26.16
Students with Disabilities	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.5	21.4	22.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

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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 events during and after school to that helps build relationships with staff, students, and families.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.8	1.9	0.8	4.5	4.9	4.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 during one staff meeting in August and October of 2019.

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 and input from these groups are gathered to help drive our School Site Safety plan.

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	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	18	6			20	3	2		19	5		
1	18	4	1		19	4			19	3	1	
2	24		4		21	1	4		24	1	2	
3	24		5		22	1	4		21	1	4	
4	29		4		31		3		29		3	
5	31		3		27		4		23	1	4	
Other**	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.

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

Title	Ratio
Academic Counselors*	551.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	.25
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6618	323	6295	78376
District	N/A	N/A	1913	\$82,585.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	106.8	-5.2
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-17.6	0.4

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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, 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,
- Teacher Induction for Beginning Teachers
- Special Education -- One RSP teacher and 3 teachers for the SDC Autism Program
- National School Lunch Program
- ASES After School Program-Boys and Girls Club

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

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 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 TK-5 students will receive targeted literacy instruction in leveled reading groups within a balanced literacy framework with coaching support from our District TSA's on the newly adopted ELA F&P Curriculum.

In addition, during the 2019/2020 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 Practices and Tool Box Character Education (SEL Curriculum) and RTI2 that further support student success. The staff will work together to build capacity using Multi-Tiered Systems of Support to provide intentional, appropriate academic, social and emotional support for students.. 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.

### 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.