



Anne and William Hedenkamp Elementary School

930 East Palomar • Chula Vista, CA 91913 • (619) 397-5828 • Grades K-6

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



Chula Vista Elementary School District

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District Governing Board

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Armando Farias

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Oscar Esquivel

Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Anne and William Hedenkamp Elementary School opened its doors to students on September 2, 2003. It is one of 49 District schools, including charters. It is a state-of-the-art school for the 21st century located in the southernmost county of Chula Vista on the east side of Interstate 805.

Hedenkamp Elementary School has 40 classrooms, 12 resource rooms, a library, multipurpose room and an administration building. The school currently has a population of 1006 students.

Vision Statement

We inspire learners to excel, own their thinking, and become positive forces in our global community.

As reflected in the Single Site Plan, goals are established to ensure that all students reach proficiency in all areas of CAASPP and Local Measures. Data from site assessments in literacy skills and math are administered every 6-8 weeks to gauge student progress and drive instruction.

The Dual Language Immersion Program was established during the opening year of 2003-04 in English/Spanish. Hedenkamp offers the Dual Language Immersion Program for all grade levels, transitional kindergarten through sixth grade. Hedenkamp has approximately 400 students enrolled in Dual Language Immersion, about 40% of our population.

School-wide, each classroom offers a consistent, rigorous, standards aligned curriculum. Grade Level Teams collaborate for about 4 hours bimonthly to develop and implement a consistent standards plan in all academic areas.

As a learning community, we are working to strengthen relationships and mathematical discourse at all grade levels. Another focus for this school year continues to be technology and how we integrate technology with instruction. Each teacher now has their own laptop computer to support teaching and learning. Hedenkamp now has an Interactive Promethean Board in every classroom to enhance instruction for all students. iPads, Tablets, Desktops and/or Laptops are available for student use in all classrooms. All 3-6 grade students have access to a device daily for creation, collaboration, and communication in the classroom. In addition, Hedenkamp will continue our efforts to use technology to better communicate with school staff as well as to our families and the general Hedenkamp community.

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	136
Grade 1	122
Grade 2	116
Grade 3	150
Grade 4	140
Grade 5	161
Grade 6	176
Total Enrollment	1,001

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	5.6
Filipino	24.9
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.6
White	10.5
Two or More Races	5.4
Socioeconomically Disadvantaged	27.7
English Learners	17.1
Students with Disabilities	8.1

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 Anne and William	17-18	18-19	19-20
With Full Credential	43	41	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	◆	◆	1261
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at Anne and William Hedenkamp Elementary School

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt GO Math! K-6, English and Spanish. Adopted in 2015-2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Hedenkamp Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Hedenkamp custodial staff performs basic cleaning operations daily. Our custodial team work diligently to ensure a clean, safe and secure campus for all.

The classrooms, playground area and staff spaces provide sufficient support for teaching and learning. Each pod of classrooms has two resource rooms and ample hallway space for small group and pull out instruction.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	400 Custodian: Door scratch. 400 South Resource: Stains on carpet, psychologist room. 400 workspace: Stains on carpet Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw. CR 302: Stains on rug. CR 307: Carpet stained, 2 small holes on ceiling tile. CR 405: carpet stained, ceiling tile crack, rubber on door damage. CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug Library girls RR: vents dirty, toilet need chaulking. Library: Stains on rug. Lounge: Ceiling file warped, stains on carpet. Multipurpose: stains on carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	300 work space: Stains on carpet. 400 copy room: vent dirty; carpet stained, walls scratched 500 work space: Stain on carpet, wall by resource room has scratches. Admin men's RR: Toilet base needs to be chaulked and seat is a little loose. Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw. CR 301: Carpet spotted, Water stays on, fountain loose handle, ceiling tile crack, dirty floor. CR 303: Spot on carpet. Tackboard small holes, ceiling tile small stain, rubber on door ripped CR 304: Spot on carpet, door has scratches, rubber on door ripped CR 306: Carpet stained, sink knob loose, complain about a smeel on heater when On. CR 307: Carpet stained, 2 small holes on ceiling tile. CR 308: Spot on carpet., floor tile little stain. CR 401: Spots on carpet, fountain handle comes off, stains on ceiling.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 402: CR 405: carpet stained, ceiling tile crack, rubber on door damage. CR 406: carpet spots, door dirty. CR 407: carpet stained CR 408: carpet stains. CR 502: Carpet spotted, sink doors need adjustment. CR 505: Carpet stains and has tape residue. CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug CR 601: stains on rug, outlet loose. CR 603: CR 606: Stains on tile, stains on floor tile. CR 607: Carpet spots, stains on floor tile. CR 701: carpet stained and spotted, lamp out, faucet stays on at times, sink door laminated broken. CR 702: Carpet stained and spotted, door rubber ripped CR 703: Stain carpet, sink nozzle gets stuck, door needs adjustment, piece of formica, counter top chipped. CR 704: 1 stained ceiling tile; carpet spotted CR 705: 1 stained ceiling tile; carpet stained and spotted., missing 2 window blinds CR 706: Big carpet stain., door dirty, scratch, ceiling tile stain, sink faucet stays on at times, door formica chipped, air freshner plug in. CR 707: carpet stained and spotted, door dirty scratch, door rubber ripped Library womens RR: vents dirty.
Electrical: Electrical	Good	CR 307: Carpet stained, 2 small holes on ceiling tile. CR 408: carpet stains. CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug CR 601: stains on rug, outlet loose. CR 603: CR 701: carpet stained and spotted, lamp out, faucet stays on at times, sink door laminated broken. Kitchen: Exhaust fan over oven not working. Stage: Electrical room its blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	605/606 girls RR: Toilet need caulking. Admin womens RR: Toilet base needs to be rechaulked, the flusher is a little loose. Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw. CR 301: Carpet spotted, Water stays on, fountain loose handle, ceiling tile crack, dirty floor.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 306: Carpet stained, sink knob loose, complain about a smeel on heater when On. CR 401: Spots on carpet, fountain handle comes off, stains on ceiling. CR 402: CR 404: Fountain low pressure. CR 408: carpet stains. CR 501: Stains on rug. CR 504: Fountain handle comes off, door need adjusment, stains on rug. CR 506: Fountain handle comes off, stains on rug, rubber on door ripped CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug CR 603: CR 605: Cobwebs under sink, cant open blind need key for cabinets. CR 703: Stain carpet, sink nozzle gets stuck, door needs adjusment, piece of formaica, counter top chipped. Library girls RR: vents dirty, toilet need chaulking.
Safety: Fire Safety, Hazardous Materials	Good	CR 502: Carpet spotted, sink doors need adjustment.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	600 Electrical Room: door doesn't close all the way CR 703: Stain carpet, sink nozzle gets stuck, door needs adjusment, piece of formaica, counter top chipped. Kinder playground: playtoy - spiral slide drop more than 12", 1 bar loose on play toy, small basketball top loose, drinking water fountain closed. Play toy: Needs paint, going up the stairs bar loose
Overall Rating	Good	

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	71	74	65	64	50	50
Math	63	65	51	51	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	23.0	26.1	11.5

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	631	622	98.57	73.79
Male	323	321	99.38	73.21
Female	308	301	97.73	74.42
Black or African American	21	21	100.00	47.62
American Indian or Alaska Native	--	--	--	--
Asian	37	36	97.30	97.22
Filipino	161	160	99.38	78.75
Hispanic or Latino	309	302	97.73	66.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	85.19
Two or More Races	41	41	100.00	82.93
Socioeconomically Disadvantaged	210	206	98.10	58.74
English Learners	141	138	97.87	60.87
Students with Disabilities	66	62	93.94	35.48
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.

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	631	625	99.05	65.44
Male	323	321	99.38	71.65
Female	308	304	98.70	58.88
Black or African American	21	21	100.00	52.38
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00	89.19
Filipino	161	161	100.00	75.78
Hispanic or Latino	309	303	98.06	58.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	59.26
Two or More Races	41	41	100.00	75.61
Socioeconomically Disadvantaged	210	207	98.57	55.56
English Learners	141	141	100.00	53.90
Students with Disabilities	66	62	93.94	33.87
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.

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)

Contact person: Principal Gina C. Mazeau or Associate Principal Kristin Baltierra

Contact Phone Number: (619) 397-5828 ext. 580190

Parent Participation. Research shows a high correlation between parent involvement and effective schools. Parents are encouraged to be involved in their child's education. Curriculum nights and literacy events are held throughout the school year.

This year, Hedenkamp will communicate with families via technology. Parents are encouraged to visit www.hedenkamp.wordpress.com. This site will have daily information that focuses on school events as well as ways that parents can support their child's academic success. Parents will be able to instantly access information that will help their child in the upcoming Smarter Balanced Assessments. We are also leveraging social media as a means to communicate and highlight daily activities at Hedenkamp. Parents, staff and community members are encouraged to follow us on Twitter. Our school handle is @hedenkamphusky.

In addition, we live stream parent meetings, events and other activities directly to our families' homes. Technology at Hedenkamp will be a tool to increase parent communication, parent participation and parent decision making.

Staff members and parents participate equally in the leadership at Hedenkamp. Parents are continually encouraged to play an active role in PTA, SSC, ELAC and our Ensemble Booster Club. Staff members serve on PTA, SSC, and ELAC as well as school and district level curriculum committees. The CVESD "Student Based Decision Making" essential questions are used as the guiding force for all decisions.

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

A comprehensive School Safety Plan is developed each year by the Safety Committee. The plan is approved annually by the SSC. Components of the plan are: The School Climate- Learning Styles, Languages, Positive Behavioral Support, Character and Citizenship Education, Discipline Policies/Behavior Policies, School Resource Officers, Staff Development, Student Support Programs, After School Programs, and Intervention Strategies to Maintain a Caring Climate. The Physical Environment- Environmental Design, Closed Campus, Entries and Exits, Lighting, Rooms and Furnishings, Graffiti Removal and Vandalism Repair, Parking, Inter-agency Info.

At our first SSC meeting of the year, held on August 15, 2019, one of the agenda items was to review our goals, objectives, and actions steps from last year and share the data we collected to determine whether we met our goals and/or to what extent they were met. Based on the data presented, new draft goals and objectives were shared and justified with the SSC and an opportunity for questions and comments was allowed. All who have participated/attended SSC meetings in the past were notified of the meeting via email and provided with an agenda on August 12, 2019. The entire school community has been invited to all SSC meetings. A flyer with all meeting dates was sent out to all parents on July 22, 2019. The flyer was also placed in our parent handbook which was electronically distributed via Peach Jar on July 22, 2019. The Parent Handbook was made available via the Peach Jar link on the Hedenkamp School blog. There was a blog post on August 3, 2019 asking parents to get involved with the SSC and/or contact the administrators with any questions about the SSC.

Based on the input provided by SSC at the August 15 meeting and analysis of relevant data, the Emergency Preparedness and Safety Committee drafted action steps for the goals and objectives. These were shared at the SSC meeting on September 10, 2019 and our ELAC meeting on September 10, 2019. Both meetings were advertised via our school marquee beginning on September 3, 2019, there were posters posted around campus on September 8 and a blog post inviting people to attend the ELAC meeting was posted on September 8. Goals, objectives, and drafted action steps were discussed and approved by both committees.

The Comprehensive School Safety Plan was presented and approved at the SSC meeting held on October 17, 2019. The meeting was communicated via the Hedenkamp blog - the school's primary means of communication - on October 4, 2019. A reminder was also sent via School Messenger on October 11, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	4.0

* 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*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22	2	5		24		5		24	1	5	
1	25		6		24		5		23	1	4	
2	24	1	5		24		6		23		5	
3	21	2	5		22	1	6		21		7	
4	28		5		27		6		28		5	
5	30		6		24	1	6		27		6	
6	27		6		27		6		25	1	6	
Other**												

*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	3	3	3

Each year, the Instructional Leadership Team (ILT) plans professional development activities based on student achievement data and the Single Site Plan goals. The ILT Professional Development plan is presented to the entire staff. Professional development opportunities are offered on Friday modified days as well as after school hours.

Topics for 2017-18 included:

1. Continued analysis of statewide and site student assessment data
2. Relationship Building
3. Social emotional Learning
4. Mathematical Discourse
5. Technology Support including Promethean Technology
6. Professional learning Cycle, Learning Labs
7. School Safety Table Top Exercises

2018-2019

For the 2018-2019 school year, Hedenkamp, Casillas, Juarez-Lincoln, Allen, Loma Verde, and CVLCC have joined together to improve our instruction for all students in the area of mathematics.. Our teachers have come together to discuss the our students and how we can improve instruction in all our schools. Teachers at each of these sites have provided and will continue to provide the Professional Development for their colleagues. Teachers have the opportunity to choose professional development sessions that best meet their needs.

In addition, our Resource Teacher works with all teachers to provide instructional support. She reflects with teachers, reviews data, models lesson, helps teachers target instruction, and provides professional development.

We intend to create a "cumulative effect" of instruction; improving each year on the strategies learned and implemented in each grade level. Ultimately, students leaving our schools will have learned the necessary skills and strategies to be outstanding readers, writers, thinkers and mathematicians.

2019-2020

Our Professional Development at Hedenkamp has centered around mathematical discourse, relationships and social emotional learning for learning for the 2019-2020 school year. Our first PLC (Professional Learning Cycle) of the year focused on social emotional learning. We provided input trainings for our teachers on GRIT. Our teachers used read alouds and role play to develop GRIT in all our students. Teachers visited colleague's classrooms to glean ideas on how to teach and instill GRIT in all our Huskies. Our second PLC of the year focused on questioning to move discourse forward. Our teachers received input trainings on focusing and funneling questions. They also received question stems at various depth of knowledge levels for each subject area. Teachers observed colleagues to further hone their questioning techniques to move students' thinking and collaborative conversations forward. Our third PLC is focused on mathematical discourse, specifically we want our students to further develop their ability to listen attentively to their classmates and to deepen their understanding through collaborative conversations. We will conduct a guided visit to determine our progress towards our quality indicators for collaborative conversations.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

Before school and after school programs are offered to improve student achievement. Students are identified using quarterly assessments as well as formative assessments. In addition, we have supported our Library Media Center with additional funding to open our Library before school allowing students to complete homework assignments as well as using computer assisted programs in reading and mathematics. We also fund time for or school psychologist to provide social emotional support to staff and students.

This year, we are continuing to upgrade technology at Hedenkamp. It is of utmost importance that we provide our students with the skills necessary to achieve at very high levels. To do so, we must provide our students with technology including computers and software to allow students to create, problem solve and design. In addition, digital and video photography to enhance presentation skills must be requisites to enter seventh grade.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,973.12	\$2,114.86	\$6,858.25	\$78,549.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	1.5
School Site/ State	-51.0	-3.0

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.