



# Anne and William Hedenkamp Elementary School

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

Gina C. Mazeau, Principal  
gina.mazeau@cvesd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Chula Vista Elementary School District**

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
www.cvesd.org

#### **District Governing Board**

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

#### **District Administration**

Francisco Escobedo, Ed.D.

##### **Superintendent**

Jeffrey Thiel, Ed.D.

##### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

##### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

##### **Assistant Superintendent, Innovation and Instruction Services and Support**

### **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 1,006 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	141
Grade 2	120
Grade 3	127
Grade 4	154
Grade 5	140
Grade 6	152
Total Enrollment	945

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.4
Asian	5.5
Filipino	24
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.5
White	9.9
Two or More Races	6
Socioeconomically Disadvantaged	29.6
English Learners	14.9
Students with Disabilities	7.7
Foster Youth	0.1

## 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	18-19	19-20	20-21
With Full Credential	41	40	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A		

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	18-19	19-20	20-21
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 2020-21)**

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.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin Harcourt GO Math! K-6, English and Spanish. Adopted in 2015-2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

**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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 12/4/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	500 resource room south: Stained ceiling tiles CR 305: Stained ceiling tiles CR 405: Stained ceiling tiles CR 503: Stained ceiling tiles CR 507: Stained ceiling tiles. Inside door not closing properly CR 604: Stained ceiling tiles CR 701: Stained ceiling tiles CR 706: Stained ceiling tiles, CR 707: Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	CR 406: 409 under sink, missing electrical cover under desk CR 502: Missing electrical plate cover Resource room north: I.T outlet falling out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Kitchen: Hand Sanitizer not working, Kitchen sink dripping fan not working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 406: 409 under sink, missing electrical cover under desk mp custodian room: Ladder access blocked also outside custodian access blocked
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 507: Stained ceiling tiles. Inside door not closing properly Kinder playground: Landing cracking showing metal
<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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	64	N/A	50	N/A
Math	65	N/A	51	N/A	39	N/A

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

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	47	N/A	37	N/A	30	N/A

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

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

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

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-21)

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](http://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 (School Year 2020-2021)**

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 fSSC/ELAC meeting, held on October 13, 2020, 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/ELAC 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 October 13, 2020. The entire school community has been invited to all SSC/ELAC meetings. A message with all meeting dates was sent out to all parents via our school blog starting on September 25, 2020. The message was also placed in our parent handbook which was electronically distributed via Peach Jar on September 25, 2020. The Parent Handbook was made available via the Peach Jar link on the Hedenkamp School blog. There was a blog post on September 25, 2020, asking parents to get involved with the SSC/ELAC and/or contact the administrators with any questions about the SSC/ELAC.

Based on the input provided by SSC at the October 13th meeting and analysis of relevant data, the Emergency Preparedness and Safety Committee drafted action steps for the goals and objectives. These preliminary goals were shared at the SSC/ELAC meeting on December 3, 2020. Both meetings were advertised via our school marquee beginning on November 8, 2020, and our blog posts inviting people to attend the SSC/ELAC meeting. Goals, objectives, and drafted action steps were discussed and pending approval by both committees.

The Comprehensive School Safety Plan was presented and approved at the SSC/ELAC meeting on January 14, 2021. Both meetings were advertised via our school marquee and the meeting was communicated via the Hedenkamp blog - the school's primary means of communication – beginning on January 4, 2021. The January 14, 2021 minutes of our School Site Council show we approved our 2020-2021 Comprehensive School Safety Plan.

**Suspensions and Expulsions**

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		0.6	2.5
Expulsions		0.0	0.1

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

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		5		24	1	5		22		5	
1	24		5		23	1	4		24		6	
2	24		6		23		5		20	4	2	
3	22	1	6		21		7		21	1	5	
4	27		6		28		5		31		5	
5	24	1	6		27		6		28		5	
6	27		6		25	1	6		22	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 (Most Recent Three Years)**

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

**2018-2019**

For the 2018-2019 school year, Hedenkamp, Casillas, Juarez-Lincoln, Allen, Loma Verde, and CVLCC have joined join 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.

2020-2021

Our Professional Development at Hedenkamp has centered around engagement strategies specifically for Distance Learning, social emotional learning infused with Social Justice Identity Standards, and collaborative conversations and discussions for the 2020-2021 school year. Our first PLC (Professional Learning Cycle) of the year focused on engagement during Distance Learning. We provided input trainings for our teachers on the Distance Learning Playbook and interactive technology tools. We provided opportunities for grade level collaboration and vertical articulation around best practices. Our second PLC of the year focused on the social Justice identity Standards.. Our third PLC is focused on collaborative conversations, specifically we want our students to further develop their ability to listen attentively to their classmates and to deepen their understanding through collaborative conversations.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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).

#### California School Dashboard

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

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,151.86	3,055.06	8,096.79	90,791
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	10.5
School Site/ State	4.4	7.6

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