

Anne and William Hedenkamp Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

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.

2021-22 School Contact Information

School Name	Anne and William Hedenkamp Elementary School
Street	930 East Palomar
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 397-5828
Principal	Erin Williamson
Email Address	erin.williamson@cvesd.org
School Website	https://hedenkamp.wordpress.com
County-District-School (CDS) Code	37-68023-0101592

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2021-22 School Overview

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 898 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, kindergarten through sixth grade. Hedenkamp has approximately 420 students enrolled in Dual Language Immersion, about 45% 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 collaborative conversations in all content areas across all grade levels through writing. Another focus for this school year has been on developing our educator lens on equity to meet the diverse needs and backgrounds of our students. School-wide discussions focus on the refinement of our curriculum and yearly learning goals to represent our community. Each teacher 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 2-6 grade students have access to

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	114
Grade 2	145
Grade 3	127
Grade 4	131
Grade 5	160
Grade 6	141
Total Enrollment	934

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.2
Asian	5.4
Black or African American	3.1
Filipino	23.6
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6
White	10.6
English Learners	12.7
Socioeconomically Disadvantaged	29.1
Students with Disabilities	7.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.0	91.9	1227.0	88.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	31.4	2.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	14.0	1.0	12115.8	4.4
Unknown	3.0	8.1	106.0	7.7	18854.3	6.9
Total Teaching Positions	37.0	100.0	1383.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading K-6 and Benchmark Adelante Lectura K-6 Spanish. Adopted in 2018-2019	Yes	0%
Mathematics	Houghton Mifflin Harcourt GO Math! K-6, English and Spanish. Adopted in 2015-2016	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish.	Yes	0%

	Adopted Spring 2008.		
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

12/4/2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			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
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			CR 406: 409 under sink, missing electrical cover under desk CR 502: Missing electrical plate cover Resource room north: I.T outlet falling out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kitchen: Hand Sanitizer not working, Kitchen sink dripping fan not working
Safety: Fire Safety, Hazardous Materials	X			CR 406: 409 under sink, missing electrical cover under desk mp custodian room: Ladder access blocked also outside custodian access blocked

School Facility Conditions and Planned Improvements				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 507: Stained ceiling tiles. Inside door not closing properly Kinder playground: Landing cracking showing metal

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	560	NT	NT	NT	NT
Female	268	NT	NT	NT	NT
Male	292	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	127	NT	NT	NT	NT
Hispanic or Latino	277	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	60	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	560	NT	NT	NT	NT
Female	268	NT	NT	NT	NT
Male	292	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	127	NT	NT	NT	NT
Hispanic or Latino	277	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	45	NT	NT	NT	NT
White	60	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	559	556	99	1	67
Female	268	267	100	0	62
Male	291	289	99	1	72
American Indian or Alaska Native	2	2	100	0	0
Asian	165	165	100	0	79

Black or African American	15	15	100	0	60
Filipino	0	0	0	0	0
Hispanic or Latino	275	273	99	1	56
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	40	40	100	0	83
White	60	59	98	2	78
English Learners	67	67	100	0	28
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	82	79	96	4	72
Socioeconomically Disadvantaged	168	168	100	0	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100	0	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	559	556	99	1	43
Female	268	267	100	0	40
Male	291	289	99	1	45
American Indian or Alaska Native	2	2	100	0	0
Asian	165	165	100	0	62
Black or African American	15	15	100	0	13
Filipino	0	0	0	0	0
Hispanic or Latino	275	273	99	1	33
Native Hawaiian or Pacific Islander	2	2	100	0	50
Two or More Races	40	40	100	0	48
White	60	59	98	2	40
English Learners	67	67	100	0	18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	82	79	96	4	44
Socioeconomically Disadvantaged	168	168	100	0	29
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	50	50	100	0	14
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	NT	NT	NT	NT
Female	69	NT	NT	NT	NT
Male	89	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	32	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Contact person: Principal Erin Williamson or Associate Principal Catherine Kratochvil-Rojo
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 has been a tool to increase parent communication, parent participation and parent decision making with the COVID-19 pandemic protocols.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	956	943	28	3.0
Female	453	445	14	3.1
Male	503	498	14	2.8
American Indian or Alaska Native	2	2	0	0.0
Asian	51	50	0	0.0
Black or African American	29	29	0	0.0
Filipino	224	221	0	0.0
Hispanic or Latino	482	476	27	5.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	58	57	0	0.0
White	103	101	1	1.0
English Learners	132	131	9	6.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	283	281	23	8.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	91	3	3.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.79	0.02	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.10	0.56	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 fSSC/ELAC meeting, held on August 26, 2021, 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 28th, 2021. 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 August 22, 2021. The message was also placed in our parent handbook which was electronically distributed via Peach Jar on August 15, 2021. The Parent Handbook was made available via the Peach Jar link on the Hedenkamp School blog. There was a blog post on August 22, 2021, 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 28, 2021, 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 November 18, 2021. Both meetings were advertised via our school marquee beginning on October 28, 2021, 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 November 18, 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 October 28, 2021. The minutes of our School Site Council show we approved our 2020-2021 Comprehensive School Safety Plan.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	5	
1	23	1	4	
2	23		5	
3	21		7	
4	28		5	
5	27		6	
6	25	1	6	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	24		6	
2	20	4	2	
3	21	1	5	
4	31		5	
5	28		5	
6	22	1	6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	23		5	
2	24		6	
3	21	3	3	
4	26		5	
5	27	1	5	
6	28		5	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (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	\$82,315
Percent Difference - School Site and District	N/A	N/A	-200.0	9.8
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-4.2	5.6

2020-21 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 have funded time for a part-time behavior specialist to provide social emotional support to students. A part-time counselor has been funded by our district as an additional resource for students and staffs social and emotional well-being. Our district has funded a full-time literacy Impact Teacher to support our Emergent Bilinguals, students on free-reduced lunch, and foster youth on developing their reading skills. Our English Learner Instructional Aide supports our Dual Language Immersion student populations with Spanish literacy skills.

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,655	\$52,060
Mid-Range Teacher Salary	\$77,932	\$84,043
Highest Teacher Salary	\$103,806	\$107,043
Average Principal Salary (Elementary)	\$137,246	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$308,616	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 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.

2021-2022

Our Professional Development at Hedenkamp has centered around social emotional learning infused with Social Justice Identity Standards and collaborative conversations and discussions for the 2021-2022 school year. Our First PLC (Professional Learning Cycle) of the year focuses on the professional reading of Start Here, Start Now: A Guide for Anti Bias and Anti Racist Work by Liz Kleinrock. Teachers focus on the Social Justice Standard Framework and the four domains, particularly Identity. Teachers intentionally plan lessons to weave the identity standards across the curriculum to open up dialog and help students feel safe. In quarter two, teachers continued focusing on equity and collaborative conversations. We specifically wanted to transfer those collaborative conversations to writing across the content areas and grade levels. We will continue to focus on collaborative conversations and writing into quarters three and four.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3		

Chula Vista Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Oscar Esquivel, Interim Superintendent
Email Address	oscar.esquivel@cvesd.org
District Website Address	www.cvesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	13068	6	0.05	99.95	--
Female	6294	1	0.02	99.98	--
Male	6774	5	0.07	99.93	--
American Indian or Alaska Native	28	0	--	100.00	--
Asian	334	0	0.00	100.00	--
Black or African American	539	0	0.00	100.00	--
Filipino	1341	0	0.00	100.00	--
Hispanic or Latino	8810	4	0.05	99.95	--
Native Hawaiian or Pacific Islander	45	0	0.00	100.00	--
Two or More Races	646	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	2860	3	0.10	99.90	--
Foster Youth	47	0	0.00	100.00	--
Homeless	154	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	6569	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2097	6	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12287	95	5	53
Female	6269	5977	95	5	55
Male	6733	6310	94	6	52
American Indian or Alaska Native	29	28	97	3	48
Asian	1752	1662	95	5	77

Black or African American	526	489	93	7	56
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8260	95	5	46
Native Hawaiian or Pacific Islander	40	39	98	3	65
Two or More Races	607	571	94	6	67
White	1337	1238	93	7	65
English Learners	3019	2856	95	5	21
Foster Youth	38	35	92	8	21
Homeless	55	49	89	11	18
Military	1436	1338	93	7	69
Socioeconomically Disadvantaged	6841	6449	94	6	39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1975	1692	86	14	20

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	13002	12276	94	6	27
Female	6269	5959	95	5	26
Male	6733	6317	94	6	28
American Indian or Alaska Native	29	28	97	3	31
Asian	1752	1660	95	5	56
Black or African American	526	487	93	7	23
Filipino	0	0	0	0	0
Hispanic or Latino	8711	8251	95	5	20
Native Hawaiian or Pacific Islander	40	39	98	3	30
Two or More Races	607	573	94	6	39
White	1337	1238	93	7	35
English Learners	3019	2858	95	5	8
Foster Youth	38	35	92	8	3
Homeless	55	49	89	11	4
Military	1436	1333	93	7	39
Socioeconomically Disadvantaged	6841	6430	94	6	15
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	1975	1729	88	12	9
*At or above the grade-level standard in the context of the local assessment administered.					