

Anne and William Hedenkamp Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

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.

2022-23 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

2022-23 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website Address	www.cvesd.org

2022-23 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 922 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 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. This year we have focused specifically on academic discourse in literacy. 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 has an Interactive Promethean Board in every classroom to enhance instruction for all students. iPads, Tablets, Desktops and/or Laptops are available for

2022-23 School Overview

student use in all classrooms. All transitional kindergarten-6th 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	117
Grade 2	112
Grade 3	153
Grade 4	136
Grade 5	133
Grade 6	150
Total Enrollment	894

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.1
Asian	4.7
Black or African American	2.7
Filipino	23.6
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.3
White	10.6
English Learners	15.2
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	24.4
Students with Disabilities	7.5

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

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)	34.00	91.89	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	3.00	8.11	106.00	7.66	18854.30	6.86
Total Teaching Positions	37.00	100.00	1383.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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. Adopted Spring 2008.	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%

Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

12/2/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: CR 408: Lamp on top of Thermostat point at controls
Interior: Interior Surfaces	X			300 boys RR: Edge peeling from the bottom of the door cabinets // * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) // Missing mirror over sink 400 copy room: Carpets stains // tape/adhesive on the walls CR 305: Stained ceiling tiles // 2 Blind slats missing CR 405: Stained & cracked ceiling tiles // tiles around the vents are dirty by blowing air from AC CR 603: Edges missing on counter near the rear door // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats CR 604: Stained ceiling tiles CR 701: Stained ceiling tiles // * Untreated fabric on walls (proof of fire retardant treatment) CR 704: Tape residue/pieces above the liliac wall section // wall is peeling CR 705: Stained ceiling tiles // Wall peeling from tape removal // * Untreated fabric on walls (proof of fire retardant treatment) // CR 706: Stained ceiling tiles // Wet area floor * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats //

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		300 work space: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // needs general light cleaning on top of cabinets 600 boys RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) 600 girls RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) 700 Boys Restroom: Floor needs cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) // Mirror are etching on the bottom // 700 Girls Restroom: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) // Mirror are etching on the bottom Childcare YMCA: 16 Missing blind slats // RR Dirty & stained floor tiles * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) and vents // VCT floor * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats CR 303: * Hanging cable/string/wire/yarn across windows (6 inches away from blind slats are needed) // Cobwebs under the sink CR 506: Educational material Paper board taped to blinds // * Untreated fabric on walls (proof of fire retardant treatment) // Sink needs cleaning // Blind is not working (broken) CR 702: Counter needs cleaning // * Untreated fabric on walls (proof of fire retardant treatment) CR 707: Rust stains on sink counter // * Untreated fabric on walls (proof of fire retardant treatment)
Electrical	X		400 workspace: Missing clock CR 406: missing electrical cover under desk // CR 502: Missing electrical plate cover close to rear door //
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		700 Boys Restroom: Floor needs cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) // Mirror are etching on the bottom // 700 Girls Restroom: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper

School Facility Conditions and Planned Improvements

			<p>(Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present) , least 3 coats, do not apply wax (I-Shine) // Mirror are etching on the bottom</p> <p>CR 501: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // * Hanging cable/string/wire/yarn across windows (6 inches away from blind slats are needed) // Holes by RR sink // RR is used as storage // Toilet is dry</p> <p>CR 707: Rust stains on sink counter // * Untreated fabric on walls (proof of fire retardant treatment)</p>
Safety: Fire Safety, Hazardous Materials	X		<p>500 resource room south: Stained ceiling tiles // * Untreated fabric on walls (proof of fire retardant treatment)</p> <p>600 Electrical Room: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed)</p> <p>CR 306: * Untreated fabric on walls (proof of fire retardant treatment) //</p> <p>CR 307: Door window is covered with fabric * Untreated fabric on walls (proof of fire retardant treatment) // Tackboard is dirty by the whiteboard</p> <p>CR 402: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p> <p>CR 505: Educational material Paper board taped to blinds // * Household wipes, insecticides, disinfecting spray's, and cleaning products (no MSDS present on site - health hazard)</p> <p>CR 508: Stained ceiling tiles // * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p> <p>CR 703: * Untreated fabric on walls (proof of fire retardant treatment) // water fountain is leaking</p> <p>Library: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Stuff toys all around the bookshelves & * Untreated fabric on walls (proof of fire retardant treatment) // lighth switch is not accesible (in between books)</p> <p>Stage Electrical: * Electrical Panels or Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) // used for storage</p> <p>Work room: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Childcare YMCA: 16 Missing blind slats // RR Dirty & stained floor tiles * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) and vents // VCT floor * Vinyl Tile Floor</p>

School Facility Conditions and Planned Improvements

			<p>cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>CR 503: * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Door weatherstrip in torn</p> <p>CR 507: * Hanging cable/string/wire/yarn across windows (6 inches away from blind slats are needed)</p>
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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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	56	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	54	N/A	41	N/A	33

2021-22 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	571	552	96.67	3.33	56.16
Female	290	280	96.55	3.45	58.21
Male	281	272	96.80	3.20	54.04
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	28	27	96.43	3.57	81.48
Black or African American	15	15	100.00	0.00	53.33
Filipino	133	131	98.50	1.50	65.65
Hispanic or Latino	287	274	95.47	4.53	44.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	71.43
White	62	60	96.77	3.23	66.67
English Learners	69	60	86.96	13.04	15.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	149	142	95.30	4.70	38.03
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	56	86.15	13.85	21.43

2021-22 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.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	571	559	97.90	2.10	54.03
Female	290	282	97.24	2.76	49.29
Male	281	277	98.58	1.42	58.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	28	28	100.00	0.00	78.57
Black or African American	15	15	100.00	0.00	40.00
Filipino	133	131	98.50	1.50	65.65
Hispanic or Latino	287	279	97.21	2.79	41.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	71.43
White	62	61	98.39	1.61	65.57
English Learners	69	66	95.65	4.35	22.73
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	149	144	96.64	3.36	34.72
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	57	87.69	12.31	17.54

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.18	--	36.97	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	132	100	0	43.18
Female	68	68	100	0	38.24
Male	64	64	100	0	48.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	29	29	100	0	44.83
Hispanic or Latino	71	71	100	0	38.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100	0	56.25
English Learners	12	12	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100	0	25.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100	0	20

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86.36%	87.12%	87.88%	87.12%	86.36%

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.

2022-23 Opportunities for Parental Involvement

Contact person: Principal Erin Williamson or Associate Principal Catherine Kratochvil-Rojó
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 through a variety of technology platforms and through parent meetings. 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 provide in-person parent meetings and events for parents to engage with the school and larger Hedenkamp community. Technology at Hedenkamp has been a tool to increase parent communication, parent participation and parent decision making through the pandemic and continues post-pandemic. With the opening of campus to all community members, Hedenkamp has been able to provide a multitude of community events to re-engage families post-pandemic.

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 any other clubs on campus. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	939	919	173	18.8
Female	451	440	80	18.2
Male	488	479	93	19.4
American Indian or Alaska Native	1	1	0	0.0
Asian	42	42	1	2.4
Black or African American	26	24	3	12.5
Filipino	219	216	26	12.0
Hispanic or Latino	485	474	120	25.3
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	62	60	7	11.7
White	96	96	13	13.5
English Learners	150	148	50	33.8
Foster Youth	1	1	1	100.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	275	267	95	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	95	26	27.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.11	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.00
Female	0.00	0.00
Male	0.20	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	0.21	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	0.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 SSC/ELAC meeting, held on September 14, 2022, 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 September 12, 2022. 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 11, 2022. The message was also placed in our family handbook which is available electronically on our parent blog. The Family Handbook was made available via the Peach Jar link on the Hedenkamp School blog. There was a blog post on August 8, 2022 asking parents to get involved with the SSC/ELAC and/or contact school leadership with any questions about the SSC/ELAC.

Based on the input provided by SSC at the September 14, 2022, 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 September 14, 2022. Both meetings were advertised via our school marquee beginning on September 6, 2022 and on 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 meeting on October 13, 2022. 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 2022-2023 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	4	1	
1	23		5	
2	22	1	4	
3	22		7	
4	27	1	4	
5	27	1	4	
6	30		5	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	12,137.68	3,813.97	8,323.71	95,387
District	N/A	N/A	8,864.49	\$85,506
Percent Difference - School Site and District	N/A	N/A	-6.3	10.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	23.2	8.9

2021-22 Types of Services Funded

Our funding is based on the needs of the current students through summative assessment data and the demographic backgrounds of our students. Our Library Media Center is supported 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. As the technology becomes outdated, we seek to replace the necessary software, device, and/or program with latest platforms.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,430	\$52,641
Mid-Range Teacher Salary	\$79,101	\$83,981
Highest Teacher Salary	\$105,363	\$107,522
Average Principal Salary (Elementary)	\$139,463	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$313,246	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
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 during teachers' biweekly collaboration time.

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

Professional Development

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.

2022-23

Our Professional Development at Hedenkamp has focused on academic discourse in the classroom, specifically in the area of literacy. We have allowed time for teachers' to unpack the California Listening and Speaking standards to address the needs of our students in the classroom based on the grade-level expectations. Furthermore, we provided training around Jeff Zwiers research on academic conversations across the content area in all grades transitional kinder-6th grade. Teachers have been provided time through the Professional Learning Cycle (PLC) to observe peers on our progress and provide feedback on school-wide next steps in professional learning on academic discourse. In addition, our staff has been deepening their learning of the Multi-Tiered Systems of Support (MTSS) in tier 1 and tier 2 in the area of Positive Behavior Intervention Systems (PBIS) and academics in the Student Study Team (SST) Process. Both areas of focus allow our teachers to target the varying needs of all our students in the classroom.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			