



Anne and William Hedenkamp Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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Armando Farias
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Superintendent

Jeffrey Thiel

Assistant Superintendent, Human Resources Services and Support

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Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Description

Hedenkamp Elementary School opened its doors to students on September 2, 2003. It is one of 46 schools in the District. 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 1085 students.

Mission Statement

In a community of shared values, we the parents, staff, and community of Hedenkamp Elementary School create lifelong learners of high character who meet and exceed State and District Standards through quality instruction in a safe and positive environment.

As reflected in the Single Site Plan, goals are established to ensure that all students reach proficiency in all areas of 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 Immersion Program for all grade levels, transitional kindergarten through sixth grade. Hedenkamp has approximately 400 students enrolled in Dual Language Immersion, about 40% of our population.

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

As a learning community, we are working to strengthen relationships and academic discourse at all grade levels. Another focus for this school year continues to be technology and how we integrate technology with instruction. Each teacher now has their own laptop computer to support teaching and learning. Hedenkamp now has an Interactive Promethean Board in every classroom to enhance instruction for all students. iPads, Tablets, Desktops and/or Laptops are available for student use in all classrooms. All 4-6 grade students have access to a device daily for creation, collaboration, and communication in the classroom. In addition, Hedenkamp will continue our efforts to use technology to better communicate with school staff as well as to our families and the general Hedenkamp community.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	156
Grade 1	148
Grade 2	141
Grade 3	148
Grade 4	161
Grade 5	156
Grade 6	164
Total Enrollment	1,074

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	5.2
Filipino	24.3
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	0.7
White	11.4
Two or More Races	4.8
Socioeconomically Disadvantaged	25
English Learners	17.7
Students with Disabilities	6.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Anne and William Hedenkamp Elementary	15-16	16-17	17-18
With Full Credential	45	44	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Anne and William Hedenkamp	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	1		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Electrical Room: (2) very hot
Interior: Interior Surfaces	X			Childcare: vent dirty; Left RR missing vent cover; fountain handle comes off. CR 508: Center of room, corner of CR, 1 stain ceiling tile, lamp out, fountain high, vent frill pushed in.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		300 work space: Stains on carpet. 400 copy room: vent dirty; carpet stained 500 men's RR: Vent dirty. 500 womens RR: Vent dirty; loose toilet seat. 500 work space: Stain on carpet. Admin men's RR: vent dirty Childcare: vent dirty; Left RR missing vent cover; fountain handle comes off. CR 301: Carpet spotted; Water stays on. CR 303: Spot on carpet. CR 304: Spot on carpet. CR 306: Carpet stained; cobwebs on light fixture near window. CR 307: Carpet stained; 3 lamps out, handle comes off. CR 308: Spot on carpet. CR 401: Spots on carpet, fountain handle comes off. CR 402: CR 405: carpet stained. CR 406: carpet spots. CR 407: carpet stained, fountain high. CR 408: 1 lamp out, fountain handle comes off, carpet stains. CR 502: Carpet spotted. CR 505: Carpet stains and has tape residue. CR 508: Center of room, corner of CR, 1 stain ceiling tile, lamp out, fountain high, vent frill pushed in. CR 601: CR 603: CR 606: Stains on tile. CR 607: Carpet spots. CR 701: carpet stained and spotted, lamp out. CR 702: Carpet stained and spotted; fountain handle comes off. CR 703: Stain carpet. CR 704: 1 stained ceiling tile; carpet spotted CR 705: 1 stained ceiling tile; carpet stained and spotted. CR 706: Big carpet stain. CR 707: carpet stained and spotted. Library womens RR: vents dirty.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		400 Custodian: 2 lights out 600 storage: 1 light out CR 307: Carpet stained; 3 lamps out, handle comes off. CR 403: 2 lamps out; fountain high, handle come off. CR 408: 1 lamp out, fountain handle comes off, capet stains. CR 508: Center of room, corner of CR, 1 stain ceiling tile, lamp out, fountain high, vent frill pushed in. CR 601: CR 603: CR 701: carpet stained and spotted, lamp out. Health office: restroom - 1 lamp out Kitchen: Exhaust fan over oven not working. Library girls RR: vents dirty; 1 lamp out. Lounge: 1 lamp out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		500 womens RR: Vent dirty; loose toilet seat. Admin womens RR: Toilet base needs to be rechaulked Childcare: vent dirty; Left RR missing vent cover; fountain handle comes off. CR 301: Carpet spotted; Water stays on. CR 302: fountain handle comes off CR 307: Carpet stained; 3 lamps out, handle comes off. CR 401: Spots on carpet, fountain handle comes off. CR 402: CR 403: 2 lamps out; fountain high, handle come off. CR 407: carpet stained, fountain high. CR 408: 1 lamp out, fountain handle comes off, capet stains. CR 501: Faucet water turned off "links". CR 504: Fountain handle comes off. CR 506: Fountain handle comes off. CR 508: Center of room, corner of CR, 1 stain ceiling tile, lamp out, fountain high, vent frill pushed in. CR 603: CR 605: Fountain high. CR 702: Carpet stained and spotted; fountain handle comes off.
Safety: Fire Safety, Hazardous Materials	X			CR 502: Carpet spotted.
Structural: Structural Damage, Roofs	X			MDF Room: (5) Room used as storage (13) Large buildup of leaves and trash

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			600 Electrical Room: door doesn't close all the way Kinder playground: playtoy - spiral slide drop more than 12" Play toy: Needs paint.
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	74	72	62	62	48	48
Math	67	63	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	78	74	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	26	22

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	168	164	97.6	74.4
Male	104	103	99.0	77.7
Female	64	61	95.3	68.9
Filipino	39	39	100.0	89.7
Hispanic or Latino	86	85	98.8	65.9
White	20	18	90.0	83.3
Socioeconomically Disadvantaged	38	37	97.4	62.2
English Learners	23	22	95.7	18.2
Students with Disabilities	13	13	100.0	61.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	633	626	98.89	71.57
Male	335	330	98.51	68.18
Female	298	296	99.33	75.34
Black or African American	14	14	100	57.14
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	88.89
Filipino	157	155	98.73	85.81
Hispanic or Latino	318	314	98.74	63.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	72.97
Two or More Races	33	33	100	75.76
Socioeconomically Disadvantaged	168	165	98.21	55.15
English Learners	131	127	96.95	55.12
Students with Disabilities	41	40	97.56	27.5

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	633	629	99.37	62.96
Male	335	332	99.1	64.76
Female	298	297	99.66	60.94
Black or African American	14	14	100	50
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	92.59
Filipino	157	156	99.36	81.41
Hispanic or Latino	318	316	99.37	50.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	67.57
Two or More Races	33	33	100	63.64
Socioeconomically Disadvantaged	168	167	99.4	43.71
English Learners	131	130	99.24	48.46
Students with Disabilities	41	40	97.56	22.5

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Gina C. Mazeau or Associate Principal Ray C. DeVore

Contact Person 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, the future will allow us to video stream parent meetings, events and other activities directly to our families' homes. Technology at Hedenkamp will be a tool to increase parent communication, parent participation and parent decision making.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

A comprehensive School Safety Plan is developed each year by the Safety Committee which is part of the School Site Council (SSC). 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 Information Sharing Agreements, Safe and Clean Restrooms, Backpack Policies, Signs and Posters.

An English Learner Advisory Committee (ELAC) and School Site Council (SSC) joint meeting was held on June 1, 2017. One of the agenda items was to present our drafted goals and speak about the emergency committee and the work the committee will be doing. Flyers were posted around school beginning on May 29, 2017, the meeting was advertised at both of committees' previous meetings (ELAC on April 28, 2017 and SSC on April 20, 2017). email sent to anyone who has participated in either committee. Allowed for questions and answers.

At the SSC meeting held on September 5, 2017, our revised goals and rationale for selecting them (hazard assessment, data, etc.) were presented to the SSC and questions and comments were allowed. All who have participated/attended SSC meeting in the past were notified of the meeting via email and provided with an agenda on September 2, 2017. The school community has been invited to all SSC meetings. A flyer with all meeting dates was sent out to all parents on July 31. The flyer was also placed in our parent handbook which was electronically distributed via Peach Jar on August 7, 2017. The Parent Handbook was also available on the Peach Jar link on the Hedenkamp School blog.

The plan was communicated to the public at both the ELAC and SSC meetings held on October 19, 2017. Members of the ELAC and SSC were notified about the upcoming meetings where the School Safety Plan would be communicated at the end of their respective meeting in September. The community was reminded about/invited to these meetings via the Hedenkamp school blog (our main source communication) and a School Messenger email on Sunday, October 15. The meetings were also advertised on the school marquee beginning on October 5, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.2	0.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.8
Psychologist	0.5
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	22	22	2	2	2	6	6	5			
1	22	25	25				6	6	6			
2	25	22	24		1	1	6	5	5			
3	23	22	21		3	2	7	5	5			
4	29	29	28				5	5	5			
5	28	28	30				6	5	6			
6	28	28	27				6	6	6			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

Topics for 2014-2015 included:

1. Common Core Writing Standards
2. Six Traits of Writing
3. Conceptual Development in Mathematics
4. Support for English Language Learners in reading comprehension through academic vocabulary development
5. Gradual Release of Responsibility
6. Listening and Speaking Common Core Standards

Topics for 2015-16 included:

1. Continued analysis of statewide and site student assessment data
2. Enhancement of GLAD strategies
3. Go Math
4. Academic Discourse
5. Technology Support including Promethean Technology
6. Professional learning Cycle, Learning Labs

For the 2016-2017 school year, Hedenkamp, Camarena, Daly, Allen, Loma Verde, and CVLCC have joined join together to improve our instruction for our Emergent Bilinguals. 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 coach 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,973.12	\$2,114.86	\$6,858.25	\$78,549.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-5.9	12.3
Percent Difference: School Site/ State			15.9	7.4

* Cells with ♦ do not require data.

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 weekly 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.

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

DataQuest

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

Internet Access

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