

# Anne and William Hedenkamp Elementary School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



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

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

#### **District Governing Board**

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### **District Administration**

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel, Ed.D.

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

Oscar Esquivel

**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

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

### **Description**

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

Hedenkamp Elementary School has 40 classrooms, 12 resource rooms, a library, multipurpose room and an administration building. The school currently has a population of 1010 students.

### **Vision Statement**

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

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

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

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

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

## About the SARC

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

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

| 2017-18 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 119                |
| Grade 1                                   | 122                |
| Grade 2                                   | 150                |
| Grade 3                                   | 148                |
| Grade 4                                   | 161                |
| Grade 5                                   | 171                |
| Grade 6                                   | 162                |
| <b>Total Enrollment</b>                   | <b>1,033</b>       |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.5                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 4.9                         |
| Filipino                            | 24.1                        |
| Hispanic or Latino                  | 50.9                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 11.0                        |
| Socioeconomically Disadvantaged     | 26.9                        |
| English Learners                    | 16.1                        |
| Students with Disabilities          | 6.5                         |
| Foster Youth                        | 0.0                         |

## 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       | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 44    | 43    | 41    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | NA    | N/A   | N/A   |
| Chula Vista Elementary School District      | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--------------------------------------------------------------------|-------|-------|-------|
| Anne and William Hedenkamp                                         | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions                                           | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

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<br>Year and month in which data were collected: August 2018 |                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.<br>Adopted in 2002-03.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                |
| Mathematics                                                                                       | Houghton Mifflin Harcourt GO Math! K-6, English and Spanish.<br>Adopted in 2015-2016<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                         |
| Science                                                                                           | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish.<br>Adopted Spring 2008.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0% |
| History-Social Science                                                                            | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).<br>Adopted Spring 2007.<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%              |

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

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

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

| System Inspected                                     | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | Good          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Interior:</b><br>Interior Surfaces                | Fair          | 400 Custodian: Door scratch.<br>400 South Resource: Stains on carpet, psychologist room.<br>400 workspace: Stains on carpet<br>Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw.<br>CR 302: Stains on rug.<br>CR 307: Carpet stained, 2 small holes on ceiling tile.<br>CR 405: carpet stained, ceiling tile crack, rubber on door damage.<br>CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug<br>Library girls RR: vents dirty, toilet need chaulking.<br>Library: Stains on rug.<br>Lounge: Ceiling file warped, stains on carpet.<br>Multipurpose: stains on carpet. |

|                                                                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Cleanliness:</b><br/>Overall Cleanliness, Pest/ Vermin Infestation</p> | <p>Fair</p> | <p>300 work space: Stains on carpet.<br/>400 copy room: vent dirty; carpet stained, walls scratched<br/>500 work space: Stain on carpet, wall by resource room has scratches.<br/>Admin men's RR: Toilet base needs to be chaulked and seat is a little loose.<br/>Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw.<br/>CR 301: Carpet spotted, Water stays on, fountain loose handle, ceiling tile crack, dirty floor.<br/>CR 303: Spot on carpet. Tackboard small holes, ceiling tile small stain, rubber on door ripped<br/>CR 304: Spot on carpet, door has scratches, rubber on door ripped<br/>CR 306: Carpet stained, sink knob loose, complain about a smeel on heater when On.<br/>CR 307: Carpet stained, 2 small holes on ceiling tile.<br/>CR 308: Spot on carpet., floor tile little stain.<br/>CR 401: Spots on carpet, fountain handle comes off, stains on ceiling.<br/>CR 402:<br/>CR 405: carpet stained, ceiling tile crack, rubber on door damage.<br/>CR 406: carpet spots, door dirty.<br/>CR 407: carpet stained<br/>CR 408: carpet stains.<br/>CR 502: Carpet spotted, sink doors need adjustment.<br/>CR 505: Carpet stains and has tape residue.<br/>CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug<br/>CR 601: stains on rug, outlet loose.<br/>CR 603:<br/>CR 606: Stains on tile, stains on floor tile.<br/>CR 607: Carpet spots, stains on floor tile.<br/>CR 701: carpet stained and spotted, lamp out, faucet stays on at times, sink door laminated broken.<br/>CR 702: Carpet stained and spotted, door rubber ripped<br/>CR 703: Stain carpet, sink nozzle gets stuck, door needs adjusment, piece of formaica, counter top chipped.<br/>CR 704: 1 stained ceiling tile; carpet spotted<br/>CR 705: 1 stained ceiling tile; carpet stained and spotted., missing 2 window blinds<br/>CR 706: Big carpet stain., door dirty, scratch, ceiling tile stain, sink foucet stays on at times, door formica chipped, air freshner plug in.<br/>CR 707: carpet stained and spotted, door dirty scratch, door rubber ripped<br/>Library womens RR: vents dirty.</p> |
|------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| System Inspected                                           | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Electrical:</b><br>Electrical                           | Good          | CR 307: Carpet stained, 2 small holes on ceiling tile.<br>CR 408: carpet stains.<br>CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug<br>CR 601: stains on rug, outlet loose.<br>CR 603:<br>CR 701: carpet stained and spotted, lamp out, faucet stays on at times, sink door laminated broken.<br>Kitchen: Exhaust fan over oven not working.<br>Stage: Electrical room its blocked.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains | Fair          | 605/606 girls RR: Toilet need caulking.<br>Admin womens RR: Toilet base needs to be rechaulked, the flusher is a little loose.<br>Childcare: vent dirty, dirty walls and scratch. Bathroom needs chaulking, loose screw.<br>CR 301: Carpet spotted, Water stays on, fountain loose handle, ceiling tile crack, dirty floor.<br>CR 306: Carpet stained, sink knob loose, complain about a smeel on heater when On.<br>CR 401: Spots on carpet, fountain handle comes off, stains on ceiling.<br>CR 402:<br>CR 404: Fountain low pressure.<br>CR 408: carpet stains.<br>CR 501: Stains on rug.<br>CR 504: Fountain handle comes off, door need adjusment, stains on rug.<br>CR 506: Fountain handle comes off, stains on rug, rubber on door ripped<br>CR 508: Center of room, corner of CR, 1 stain ceiling tile, vent grill pushed in, stains on rug<br>CR 603:<br>CR 605: Cobwebs under sink, cant open blind need key for cabinets.<br>CR 703: Stain carpet, sink nozzle gets stuck, door needs adjusment, piece of formaica, counter top chipped.<br>Library girls RR: vents dirty, toilet need chaulking. |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials         | Good          | CR 502: Carpet spotted, sink doors need adjusment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Structural:</b><br>Structural Damage, Roofs             | Good          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 12/4/2018 |               |                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected                                                                                                | Repair Status | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                        |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences                                      | Good          | 600 Electrical Room: door doesn't close all the way<br>CR 703: Stain carpet, sink nozzle gets stuck, door needs adjustment, piece of formica, counter top chipped.<br>Kinder playground: playtoy - spiral slide drop more than 12", 1 bar loose on play toy, small basketball top loose, drinking water fountain closed.<br>Play toy: Needs paint, going up the stairs bar loose |
| <b>Overall Rating</b>                                                                                           | <b>Good</b>   |                                                                                                                                                                                                                                                                                                                                                                                  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |                                                                                  |       |          |       |       |       |
|-----------------------------------------|----------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|                                         | School                                                                           |       | District |       | State |       |
|                                         | 16-17                                                                            | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 72.0                                                                             | 71.0  | 62.0     | 65.0  | 48.0  | 50.0  |
| Math                                    | 63.0                                                                             | 63.0  | 49.0     | 51.0  | 37.0  | 38.0  |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |                                                                                                  |       |          |       |       |       |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|-------|----------|-------|-------|-------|
| Subject                                         | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|                                                 | School                                                                                           |       | District |       | State |       |
|                                                 | 16-17                                                                                            | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science                                         | N/A                                                                                              | N/A   | N/A      | N/A   | N/A   | N/A   |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| <b>Student Group</b>                       | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|--------------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 650                     | 640                  | 98.46                 | 71.09                          |
| <b>Male</b>                                | 321                     | 316                  | 98.44                 | 70.25                          |
| <b>Female</b>                              | 329                     | 324                  | 98.48                 | 71.91                          |
| <b>Black or African American</b>           | 21                      | 21                   | 100.00                | 57.14                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                             |
| <b>Asian</b>                               | 32                      | 32                   | 100.00                | 90.63                          |
| <b>Filipino</b>                            | 160                     | 158                  | 98.75                 | 81.65                          |
| <b>Hispanic or Latino</b>                  | 326                     | 321                  | 98.47                 | 61.99                          |
| <b>Native Hawaiian or Pacific Islander</b> | --                      | --                   | --                    | --                             |
| <b>White</b>                               | 69                      | 66                   | 95.65                 | 81.82                          |
| <b>Two or More Races</b>                   | 35                      | 35                   | 100.00                | 77.14                          |
| <b>Socioeconomically Disadvantaged</b>     | 190                     | 189                  | 99.47                 | 51.85                          |
| <b>English Learners</b>                    | 142                     | 137                  | 96.48                 | 56.93                          |
| <b>Students with Disabilities</b>          | 47                      | 46                   | 97.87                 | 36.96                          |

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 2017-18 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                        | 650              | 644           | 99.08          | 63.04                   |
| Male                                | 321              | 318           | 99.07          | 67.61                   |
| Female                              | 329              | 326           | 99.09          | 58.59                   |
| Black or African American           | 21               | 21            | 100            | 42.86                   |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 32               | 32            | 100            | 87.5                    |
| Filipino                            | 160              | 160           | 100            | 75                      |
| Hispanic or Latino                  | 326              | 322           | 98.77          | 54.66                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 69               | 67            | 97.1           | 70.15                   |
| Two or More Races                   | 35               | 35            | 100            | 68.57                   |
| Socioeconomically Disadvantaged     | 190              | 189           | 99.47          | 49.21                   |
| English Learners                    | 142              | 142           | 100            | 49.3                    |
| Students with Disabilities          | 47               | 45            | 95.74          | 35.56                   |

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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

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

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

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

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

Staff members and parents participate equally in the leadership at Hedenkamp. Parents are continually encouraged to play an active role in PTA, SSC, 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. The plan is approved annually by the SSC. Components of the plan are: The School Climate- Learning Styles, Languages, Positive Behavioral Support, Character and Citizenship Education, Discipline Policies/Behavior Policies, School Resource Officers, Staff Development, Student Support Programs, After School Programs, and Intervention Strategies to Maintain a Caring Climate. The Physical Environment- Environmental Design, Closed Campus, Entries and Exits, Lighting, Rooms and Furnishings, Graffiti Removal and Vandalism Repair, Parking, Inter-agency Info.

At our first SSC meeting of the year, held on August 16, 2018, one of the agenda items was to review our goals, objectives, and actions steps from last year and share the data we collected to determine whether we met our goals and/or to what extent they were met. Based on the data presented, new draft goals and objectives were shared and justified with the SSC and an opportunity for questions and comments was allowed. All who have participated/attended SSC meetings in the past were notified of the meeting via email and provided with an agenda on August 14, 2018. The entire school community has been invited to all SSC meetings. A flyer with all meeting dates was sent out to all parents on July 14, 2018. The flyer was also placed in our parent handbook which was electronically distributed via Peach Jar on July 16, 2018. The Parent Handbook was made available via the Peach Jar link on the Hedenkamp School blog. There was a blog post on August 4, 2018 asking parents to get involved with the SSC and/or contact the administrators with any questions about the SSC.

Based on the input provided by SSC at the August 16 meeting and analysis of relevant data, the Emergency Preparedness and Safety Committee drafted action steps for the goals and objectives. These were shared at the SSC meeting on September 11, 2018 and our ELAC meeting on September 13, 2018. Both meetings were advertised via our school marquee beginning on September 3, 2018, there were posters posted around campus on September 7 and a blog post inviting people to attend the ELAC meeting was posted on September 9. Goals, objectives, and drafted action steps were discussed and approved by both committees.

The Comprehensive School Safety Plan was presented and approved at the SSC meeting held on October 11, 2018. The meeting was communicated via the Hedenkamp blog - the school's primary means of communication - on October 7, 2018. A reminder was also sent via School Messenger on October 10, 2018.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.2     | 0.1     | 0.2     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.6     | 0.6     | 0.7     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

**D. Other SARC Information**

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

| 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                                               | 0.8 |
| Social Worker                                              |     |
| Nurse                                                      | 1   |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 2   |
| 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+     |         |         |
|                                                             | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K                                                           | 22                 | 22      | 24      | 2                     | 2       |         | 6       | 5       | 5       |         |         |         |
| 1                                                           | 25                 | 25      | 24      |                       |         |         | 6       | 6       | 5       |         |         |         |
| 2                                                           | 22                 | 24      | 24      | 1                     | 1       |         | 5       | 5       | 6       |         |         |         |
| 3                                                           | 22                 | 21      | 22      | 3                     | 2       | 1       | 5       | 5       | 6       |         |         |         |
| 4                                                           | 29                 | 28      | 27      |                       |         |         | 5       | 5       | 6       |         |         |         |
| 5                                                           | 28                 | 30      | 24      |                       |         | 1       | 5       | 6       | 6       |         |         |         |
| 6                                                           | 28                 | 27      | 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 2017-18 included:

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

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

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

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

| FY 2016-17 Teacher and Administrative Salaries |                 |                                              |
|------------------------------------------------|-----------------|----------------------------------------------|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$49,472        | \$50,084                                     |
| Mid-Range Teacher Salary                       | \$74,639        | \$80,256                                     |
| Highest Teacher Salary                         | \$99,421        | \$100,154                                    |
| Average Principal Salary (ES)                  | \$131,180       | \$125,899                                    |
| Average Principal Salary (MS)                  | \$0             | \$130,255                                    |
| Average Principal Salary (HS)                  | \$0             | \$128,660                                    |
| Superintendent Salary                          | \$292,319       | \$222,447                                    |
| Percent of District Budget                     |                 |                                              |
| Teacher Salaries                               | 37.0            | 37.0                                         |
| Administrative Salaries                        | 5.0             | 5.0                                          |

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

### Types of Services Funded

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

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

### DataQuest

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

### Internet Access

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

| FY 2016-17 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 | \$77,385               |
| State                                                              | ♦                      | ♦          | \$11,548     | \$80,910               |
| Percent Difference: School Site/District                           |                        |            | -200.0       | 8.5                    |
| Percent Difference: School Site/ State                             |                        |            | 4.2          | 0.2                    |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.