



Wilhelmina Henry School

1107 S. Wagner Ave. • Stockton, CA 95215 • (209) 933-7490 • Grades PK-8

Girlie Hale, Principal

ghale@stocktonusd.net

www.stockton.k12.ca.us/schools/henry

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

School Description

Welcome to Wilhelmina Henry School!

The future success of our students is of supreme importance at Wilhelmina Henry Elementary School. Every aspect of our curriculum is dedicated to ensuring that the children in our care are provided with the academic, emotional, and social skills to achieve that success. Henry School students are in the unique position of being in the formative stage of their lives, and it is therefore of utmost importance that our students be provided with a safe, nurturing environment. Henry School provides a highly-competent and deeply-caring faculty that is very qualified to ensure that our students are prepared to reach their maximum potential, not only in academic pursuits, but in personal and social maturation as well. We value all of our students' backgrounds and celebrate their cultures and diversities as strengths that make the Henry School family.

Girlie Hale, Principal

Henry School's Mission Statement:

Students learn both academic and social skills to be successful citizens. They demonstrate positive, healthy interactions at school and within the community. Staff is proactive and consistent with instruction to encourage student engagement in a rigorous and positive learning environment. We foster rapport and high expectations that guide students to develop intrinsic desires for self-reliance and success in school, work, and the community.

Henry School's Vision:

As Stockton's pillar of learning, Henry School embraces community collaboration in a collegial and unified manner to create valued, productive, life-long learners.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7490.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	100
Gr. 1	124
Gr. 2	130
Gr. 3	99
Gr. 4	103
Gr. 5	91
Gr. 6	102
Gr. 7	99
Gr. 8	91
Total	939

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	3.2
Asian	2.7
Filipino	0.2
Hispanic or Latino	84.8
Native Hawaiian/Pacific Islander	0.0
White	6.2
Two or More Races	0.6
Socioeconomically Disadvantaged	94.9
English Learners	51.3
Students with Disabilities	8.2

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Wilhelmina Henry School	12-13	13-14	14-15
Fully Credentialed	38	36	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

Wilhelmina Henry School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	2	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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.08	4.92
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Henry Elementary School opened in August of 2006. Our site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at our school site includes over 37 classroom serving over 1,024 students. Included are spaces for two computer labs and a library. In addition we have a parent resource center and several smaller rooms used to work with students in smaller groupings. Our outdoor facility is excellent for school activities and is used as well by community groups and the after school YMCA program.

Current projects for the 2014-2015 school year include increasing the level of security and safety for the campus. Front gates have been renovated to allow accessibility of the school through one main entrance at the front office. An electronic gate will provide additional security to ensure only authorized visitors may enter campus. Two emergency access gates have been installed off of the main athletic field, to allow easier accessibility in the event of an emergency or school-wide evacuation. Another current project is the solar panel installation, that began in June 2014 and was completed in August 2014. Installation of these panels were made in the main parking lot, providing additional cover over the parking spaces. This project also provides movement-sensored lights to illuminate the parking lot after dark.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/26/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[]	[X]	[]		boys & girls restrooms: light out in boys rr by café, boys rr by G2 light out and missing cover multipurpose/ kitchen: light out in kitchen
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[]	[]	[X]		C-3: light out E-1: light out. F-1: light out H-3: light out J-3: light out OVERALL: lot of lights need to be replace throughout site,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	32	29	30	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	26	29	29	36	38	37	54	56	55
Math	31	24	32	34	34	34	49	50	50
HSS	21	13	23	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.3	28.6	14.3
7	18.8	20.8	9.4

* 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.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	30
Male	35
Female	24
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian/Pacific Islander	
White	36
Two or More Races	
Socioeconomically Disadvantaged	28
English Learners	16
Students with Disabilities	7
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	4	34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	-3	40
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	6	2	36
English Learners	10	-24	49
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Henry School recognizes that parents and the community play an important role in the success and education of their students. Parents who have their fingerprints and current TB test on file in the office are welcome and encouraged to participate in the classroom and on field trips. Parents interested in volunteering at school can contact the school office. Henry school offers several opportunities and programs to encourage parent involvement. Many schools have established partnerships with community businesses and organizations to increase parent participation.

- Academic Parent Teacher Team (APTT) Meetings
- After School Programs provided by STEP-Up in partnership with the YMCA
- Counseling services including Valley Community Counseling Services (VCCS)
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Increased Learning Time (ILT)
- Individual APTT Family Meetings
- Parent Resource Center
- Parent Teacher Student Association (PTSA)
- Saturday School
- School Site Council (SSC)
- S3TEM Increased Learning Time Period
- Summer School

Henry School believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. Every effort is made to ensure students are monitored while on campus throughout the school day. A campus safety assistant, noon duty supervisors, teachers, site administrators, and school staff provide supervision for students before, during, and after school. The playgrounds are safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. The county Sheriff, SUSD police, fire department, and ambulance service are all support entities which serve and teach, further ensuring student, staff, and community safety.

The school's custodial team and administration ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan was sent in on September 5, 2012. It is reviewed twice yearly by the certificated staff at a regularly scheduled staff meeting and with the classified staff and parents on specified dates. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters and which staff member is responsible for which duty. Emergency drills are conducted on a regular basis.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.1	7.7	8.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	.50
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	2.0
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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	32	20	20	0	5	5	4	1		0		
Gr. 1	27.5	26	25	1	1	1	3	4	4	0		
Gr. 2	30.5	20	26	0	2	1	4	3	4	0		
Gr. 3	33	26	25	0	1	1	0	4	3	3		
Gr. 4	28	19	26	1	2	1	1	3		2		3
Gr. 5	31.3	21	23	0	2	1	2	1	3	1	2	
Gr. 6	25.8	21	26	1	2	1	2		1	1	3	2
Other	0			3			0			0		
English	30.4	25		0	4		9	8		1		
Math	31	30	30	0			6	9	1	2	1	
Science	31	30		0			3	5		1	1	
SS	31.3	30		0			2	5		1	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	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/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,089	\$3,220	\$3,869	\$63,167
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-22.3	3.2
Percent Difference: School Site/ State			-17.5	-10.7

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Wilhelmina Henry School

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Wilhelmina Henry School

As an identified School Improvement Grant (SIG) School, certificated staff receive ongoing professional development. Henry School is a Professional Learning Community (PLC), and staff have received PLC trainings by Solution Tree in Leadership, Grade Level, and Data Teams. West Ed, the external provider to support SIG initiatives, provided trainings in Common Core State Standards (CCSS), Common Formative Assessments (CfA), Rubric Development, and Coaching Support. The No Bully Foundation has provided social emotional learning training for certificated and classified staff, as well as parent training. The district provided CCSS training in the Units of Study in English Language Arts (ELA) and Math, which is the district-approved CCSS curricula. Professional development opportunities are offered during the instructional day, after school, and during the summer. Teachers are supported during implementation by site ELA and Math Coaches, West Ed Support Providers, and district coaches. Levels of implementation are monitored through observation, information provided through data collection, and academic conferences.