



Wilhelmina Henry School

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

Girlye Hale, Principal

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<http://whes-susd-ca.schoolloop.com/>

2014-15 School Accountability Report Card Published During the 2015-16 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
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

School Description

Henry School's Mission Statement:

Students learn academic and social skills to be successful citizens.

Henry School's Vision:

We are respectful and independent thinkers working to create a positive community, where we are all successful.

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, the county, and the state. 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.

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 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 at (209) 933-7490 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	95
Grade 2	125
Grade 3	122
Grade 4	97
Grade 5	101
Grade 6	103
Grade 7	98
Grade 8	99
Total Enrollment	935

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.5
Asian	2.7
Filipino	0.3
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.1
White	5.8
Two or More Races	1
Socioeconomically Disadvantaged	91.1
English Learners	51.3
Students with Disabilities	6.8
Foster Youth	0.5

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	13-14	14-15	15-16
With Full Credential	36	34	31
Without Full Credential	0	0	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilhelmina Henry School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	2

* "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

2014-15 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	94.1	5.9
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 35 classrooms serving over 1,000 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 STEP-Up After School Program. Use of Facilities forms allows for other agencies to provide services on site after school hours, such as the Girls Scouts of America and Supplemental Education Services (SES) Providers.

Past construction projects were completed to increase 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: 6/17/2015				
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		rm d3: paint peeling on top of door. rm l1: floor tile by door has water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
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: broken sprinklers.
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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	16	23	44
Math	11	17	33

* 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

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	28	29	22	32	31	29	59	60	56

* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.60	25.80	18.60
7	15.70	29.20	36.00

* 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

2014-15 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
All Student at the School	22
Male	25
Female	19
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	21
White	--
Socioeconomically Disadvantaged	--
English Learners	2
Students with Disabilities	21
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	123	117	95.1	66	23	9	3
	4	98	95	96.9	72	19	4	4
	5	102	96	94.1	73	16	11	0
	6	99	96	97.0	47	41	10	1
	7	91	91	100.0	42	31	22	5
	8	97	94	96.9	35	34	30	0
Male	3	123	63	51.2	68	22	10	0
	4	98	49	50.0	80	16	0	4
	5	102	51	50.0	80	14	6	0
	6	99	49	49.5	49	35	14	0
	7	91	42	46.2	40	33	19	7
	8	97	46	47.4	46	30	22	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	123	54	43.9	63	24	7	6
	4	98	46	46.9	63	22	9	4
	5	102	45	44.1	64	18	18	0
	6	99	47	47.5	45	47	6	2
	7	91	49	53.8	43	29	24	4
	8	97	48	49.5	25	38	38	0
Black or African American	3	123	1	0.8	--	--	--	--
	4	98	3	3.1	--	--	--	--
	5	102	1	1.0	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	91	1	1.1	--	--	--	--
	8	97	2	2.1	--	--	--	--
American Indian or Alaska Native	3	123	3	2.4	--	--	--	--
	4	98	4	4.1	--	--	--	--
	5	102	2	2.0	--	--	--	--
	7	91	2	2.2	--	--	--	--
	8	97	5	5.2	--	--	--	--
Asian	3	123	2	1.6	--	--	--	--
	4	98	1	1.0	--	--	--	--
	5	102	3	2.9	--	--	--	--
	6	99	2	2.0	--	--	--	--
	7	91	4	4.4	--	--	--	--
	8	97	2	2.1	--	--	--	--
Filipino	4	98	1	1.0	--	--	--	--
	6	99	1	1.0	--	--	--	--
Hispanic or Latino	3	123	101	82.1	68	22	7	3
	4	98	77	78.6	73	17	4	5
	5	102	88	86.3	74	15	11	0
	6	99	85	85.9	48	38	12	1
	7	91	77	84.6	42	32	23	3
	8	97	78	80.4	33	35	32	0
White	3	123	8	6.5	--	--	--	--
	4	98	9	9.2	--	--	--	--
	5	102	2	2.0	--	--	--	--
	6	99	5	5.1	--	--	--	--
	7	91	6	6.6	--	--	--	--
	8	97	7	7.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3	123	2	1.6	--	--	--	--
	7	91	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	123	110	89.4	67	24	7	2
	4	98	89	90.8	72	20	4	3
	5	102	91	89.2	71	16	12	0
	6	99	90	90.9	48	40	10	1
	7	91	85	93.4	44	29	22	5
	8	97	87	89.7	36	33	30	0
Students with Disabilities	3	123	6	4.9	--	--	--	--
	4	98	4	4.1	--	--	--	--
	5	102	11	10.8	100	0	0	0
	6	99	8	8.1	--	--	--	--
	7	91	6	6.6	--	--	--	--
	8	97	2	2.1	--	--	--	--
Students Receiving Migrant Education Services	3	123	4	3.3	--	--	--	--
	4	98	1	1.0	--	--	--	--
	5	102	8	7.8	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	91	1	1.1	--	--	--	--
	8	97	4	4.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	123	119	96.7	61	24	12	3
	4	98	98	100.0	49	40	9	1
	6	99	97	98.0	61	30	6	2
	7	91	91	100.0	52	27	13	8
	8	97	95	97.9	68	23	6	1
Male	3	123	65	52.8	60	26	9	5
	4	98	51	52.0	49	33	14	2
	6	99	49	49.5	63	24	10	2
	7	91	42	46.2	52	26	12	10
	8	97	47	48.5	77	15	4	2
Female	3	123	54	43.9	61	22	15	2
	4	98	47	48.0	49	47	4	0
	6	99	48	48.5	58	35	2	2
	7	91	49	53.8	51	29	14	6
	8	97	48	49.5	60	31	8	0
Black or African American	3	123	1	0.8	--	--	--	--
	4	98	3	3.1	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	91	1	1.1	--	--	--	--
	8	97	2	2.1	--	--	--	--
American Indian or Alaska Native	3	123	3	2.4	--	--	--	--
	4	98	4	4.1	--	--	--	--
	7	91	2	2.2	--	--	--	--
	8	97	5	5.2	--	--	--	--
Asian	3	123	2	1.6	--	--	--	--
	4	98	1	1.0	--	--	--	--
	6	99	2	2.0	--	--	--	--
	7	91	4	4.4	--	--	--	--
	8	97	3	3.1	--	--	--	--
Filipino	4	98	1	1.0	--	--	--	--
	6	99	1	1.0	--	--	--	--
Hispanic or Latino	3	123	103	83.7	62	23	13	2
	4	98	79	80.6	49	39	10	1
	6	99	86	86.9	62	29	6	2
	7	91	77	84.6	53	29	14	4
	8	97	78	80.4	69	23	6	1

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	123	8	6.5	--	--	--	--
	4	98	9	9.2	--	--	--	--
	6	99	5	5.1	--	--	--	--
	7	91	6	6.6	--	--	--	--
	8	97	7	7.2	--	--	--	--
Two or More Races	3	123	2	1.6	--	--	--	--
	4	98	1	1.0	--	--	--	--
	7	91	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	123	112	91.1	61	25	12	3
	4	98	92	93.9	51	39	8	1
	6	99	91	91.9	62	30	5	2
	7	91	85	93.4	53	27	13	7
	8	97	87	89.7	69	23	7	1
Students with Disabilities	3	123	6	4.9	--	--	--	--
	4	98	4	4.1	--	--	--	--
	6	99	8	8.1	--	--	--	--
	7	91	6	6.6	--	--	--	--
	8	97	2	2.1	--	--	--	--
Students Receiving Migrant Education Services	3	123	4	3.3	--	--	--	--
	4	98	1	1.0	--	--	--	--
	6	99	4	4.0	--	--	--	--
	7	91	1	1.1	--	--	--	--
	8	97	4	4.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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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

Wilhelmina 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, at school events, and on field trips. Parents interested in volunteering at school can contact our Parent Liaison in the Parent Resource Center. Wilhelmina Henry School offers several opportunities and programs to encourage parent involvement. Our school has 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)
- School Site Council (SSC)
- S3TEM Increased Learning Time Period

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. Two Campus Safety Assistants (CSA), 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 submitted in August 2015. 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	2012-13	2013-14	2014-15
Suspensions Rate	7.68	8.80	9.99
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 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	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	20	23	5	5	1	1		6			
1	32	30	25			1	3	4	5			
2	32	32	29				3	4	7			
3	27	26	28	1	1		4	3	7			
4	30	33	29			1	3		4		3	
5	33	30	25			2	1	3	3	2		1
6	28	27	20	1	1	4		1	2	3	2	1
Other	31						1					

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25			4			8					
Math	30	30					9	1		1		
Science	30						5			1		
SS	30						5			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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	1
Social Worker	0.08
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.2
Other	3
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	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

Types of Services Funded

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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6880.11	2800.64	4079.46	64248.82
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-18.1	5.0
Percent Difference: School Site/ State			-13.0	-9.2

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.
◆ no data required.