



Wilhelmina Henry School

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

Dara Dalmau, Principal

ddalmau@stocktonusd.net

<http://www.stocktonusd.net/Henry>

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



Stockton Unified School District

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

District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

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.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	87
Grade 2	87
Grade 3	87
Grade 4	129
Grade 5	101
Grade 6	97
Grade 7	97
Grade 8	99
Total Enrollment	880

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1.8
Asian	2
Filipino	0.3
Hispanic or Latino	86.9
Native Hawaiian or Pacific Islander	0.1
White	5.2
Two or More Races	1.5
Socioeconomically Disadvantaged	87.2
English Learners	44.3
Students with Disabilities	7.4
Foster Youth	0.3

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			
Wilhelmina Henry School	15-16	16-17	17-18
With Full Credential	31	32	33
Without Full Credential	4	4	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilhelmina Henry School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	2	0	0

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

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

The 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, 2016	
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 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: 6/14/2017				
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: playground boys restroomreplace toilet seat cover dispenser. C-1: stained ceiling tile. H-2: floor tile separating. M-1: floor tile separating.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		D-5: internet outlet needs to be secure to outlet box.
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			C- building rm-6: entrance door -paint E- building rm-6: entrance door -paint K-building rm-2: entrance door -paint L- building rm-1: entrance door -paint
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	16	25	26	48	48
Math	15	17	21	20	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	195	192	98.5	31.8
Male	97	94	96.9	33.0
Female	98	98	100.0	30.6
Hispanic or Latino	164	161	98.2	30.4
White	13	13	100.0	46.2
Socioeconomically Disadvantaged	138	138	100.0	26.1
English Learners	43	42	97.7	7.1

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	22	32	29	30	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.2	6.1	2
7	11.1	8.1	2

* 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	606	601	99.17	16.47
Male	318	317	99.69	11.67
Female	288	284	98.61	21.83
Black or African American	15	15	100	13.33
American Indian or Alaska Native	11	11	100	18.18
Asian	12	12	100	41.67
Filipino	--	--	--	--
Hispanic or Latino	528	523	99.05	16.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	9.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	544	540	99.26	15.19
English Learners	396	392	98.99	15.05
Students with Disabilities	63	62	98.41	3.23
Students Receiving Migrant Education Services	21	21	100	9.52
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	606	597	98.51	16.92
Male	318	314	98.74	15.29
Female	288	283	98.26	18.73
Black or African American	15	14	93.33	21.43
American Indian or Alaska Native	11	11	100	27.27
Asian	12	12	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	528	520	98.48	16.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100	16.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	544	536	98.53	16.23
English Learners	396	391	98.74	15.86
Students with Disabilities	63	61	96.83	4.92
Students Receiving Migrant Education Services	21	21	100	33.33
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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.

English Language Parent Involvement Committee (ELPIC)

English as a Second Language for adults (ESL)

Ongoing Parent Trainings and Workshops

Parent Engagement Initiatives (APTT, Parent/Teacher Conferences, Phone Calls, Family Events)

Parent Resource Center with a Parent Liaison

Parent Teacher Student Association (PTSA)

School Site Council (SSC)

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 State priority: School Climate (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 2016. 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	2014-15	2015-16	2016-17
Suspensions Rate	10.0	7.3	8.1
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.33
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	18	24	1	3		6	6	8			
1	25	28	28	1	1		5	3	8		2	
2	29	25	29		1		7	5	8			
3	28	30	29				7	6	7			
4	29	28	30	1			4	6	10			
5	25	22	33	2	3		3	3	2	1		5
6	20	21	27	4	4	1	2	2	7	1	1	

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

Professional Development provided for Teachers

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. The district provided CCSS training in the Units of Study in English Language Arts (ELA) and Math, which are the district-approved CCSS curricula. This year, certificated staff is being offered trainings in English Language Development (ELD) Units of Study, Next Generation Science Standards (NGSS), Common Formative Assessments (CFA), and the use of instructional technology. Professional development opportunities are offered during the instructional day, after school, and during the summer. Teachers are supported during implementation by site Instructional Coaches and district coaches. Levels of implementation are monitored through observation, information provided through data collection, and academic conferences.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

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 (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6971.41	1996.03	4975.38	82624.40
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-31.4	20.0
Percent Difference: School Site/ State			-24.3	4.3

* Cells with ♦ do not require data.