

Joe Henderson Elementary School

650 Hastings Drive • Benicia CA, 94510 • (707) 747-8370 • Grades K-5

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2018-19 School Accountability Report Card

Published During the 2019-20 School Year



Benicia Unified School District

350 East K Street

Benicia CA, 94510

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School Description

The teachers, staff and parents of Joe Henderson Elementary School believe their primary objective is to the development of well-rounded children with an active interest in learning, intellectual exploration, and social involvement. The school's intention is to create an environment where each child is encouraged and supported in reaching their highest potential as individuals, while interacting, contributing to, and embracing their community of student peers. The school prepares children for future challenges in academics and in their social environments. The school places great emphasis on developing and modeling exemplary habits of study and intellectual discovery, good citizenship and positive character traits supported by our community. As educators, we also recognize the value of both practical application of knowledge, and the necessity of monitoring progress through testing and other evaluative methods to ensure the challenges of academic growth are being met successfully by each individual student. It is through these values and actions, that we at Joe Henderson Elementary School intend to shape our community's children into self-confident, self-knowledgeable young people with promising futures in their academic careers, as well as their chosen fields of endeavor outside of school.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	86
Grade 2	96
Grade 3	77
Grade 4	94
Grade 5	96
Total Enrollment	548

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	7.3
Hispanic or Latino	13.5
White	48.2
Two or More Races	16.4
Socioeconomically Disadvantaged	20.3
English Learners	4.2
Students with Disabilities	9.3
Foster Youth	0.4
Homeless	0.4

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 for Joe Henderson	17-18	18-19	19-20
With Full Credential	22.75	26	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Benicia Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	179
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at Joe Henderson Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 11/19/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The elementary school instructional methodology for literacy is Reading, Writing Workshop by Lucy Caulkins. This instructional methodology uses a wide range of novels and non-fiction reading materials. In addition our primary grade classes use Guided Reading as a core instructional methodology. Leveled books are used to support this program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	The state adopted text is Every Day Math and it was adopted according to CA State Standards and curriculum frameworks. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	The state adopted text is California Science and it was adopted in April, 2007 according to CA State Standards and curriculum frameworks. All students have text and related instructional materials. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	The state adopted text is Harcourt-Brace Reflections and it was adopted and approved in 2006 according to CA State Standards and curriculum frameworks. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Marsh Productions The textbooks listed are from most recent adoption: Yes 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)

A scheduled maintenance program is administered by the Benicia Unified School District to ensure that all classrooms and facilities are maintained and serviced as necessary. The data has been reported and determined that the site is in good repair as documented in the completed Facility Inspection Tool (FIT). The FIT includes the school site inspection date, the Facility Inspection completion date, and the date of any remedial action taken, if needed. The FIT is available upon request at the sites office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Permanent Classrooms: A wing floor repair underway. F Wing: hvac repairs
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	E Wing: ramp repaired
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	F Wing: new playground

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	Playground and parking lot asphalt repaired and seal coat - entire exterior of school new paint, new cdu playground installed.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	63	53	58	50	50
Math	67	65	52	54	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.1	30.2	15.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	265	262	98.87	63.36
Male	128	126	98.44	57.14
Female	137	136	99.27	69.12
Black or African American	18	18	100.00	33.33
Asian	--	--	--	--
Filipino	19	19	100.00	63.16
Hispanic or Latino	40	40	100.00	55.00
White	132	130	98.48	72.31
Two or More Races	44	44	100.00	59.09
Socioeconomically Disadvantaged	61	61	100.00	42.62
English Learners	18	17	94.44	47.06
Students with Disabilities	31	31	100.00	25.81
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 2018-19 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	265	263	99.25	65.40
Male	128	126	98.44	65.87
Female	137	137	100.00	64.96
Black or African American	18	18	100.00	27.78
Asian	--	--	--	--
Filipino	19	19	100.00	57.89
Hispanic or Latino	40	40	100.00	42.50
White	132	130	98.48	75.38
Two or More Races	44	44	100.00	75.00
Socioeconomically Disadvantaged	61	61	100.00	52.46
English Learners	18	18	100.00	61.11
Students with Disabilities	31	31	100.00	38.71
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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Joe Henderson has an active Parent-Teacher Group that works to raise funds to augment the school budget while successfully promoting a sense of community within the school. Parent/school partnership in the success of each child's education is evidenced by frequent and open communication, an active group of volunteers in the classroom as well as behind the scenes, and successful fundraising efforts. The Joe Henderson School Site Council is dedicated to the development and implementation of the School Plan for Student Achievement. The council is composed of equal representation from staff and community and primarily oversees the budget to assure that programs are implemented in accordance with the goals established by the Joe Henderson Community.

For additional information about organized opportunities for parent involvement at Joe Henderson Elementary, please contact Chrissy Maun (PTG President)

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

Annually, Joe Henderson Elementary reviews and updates two plans that have been developed to ensure student and staff safety:

1. JHE Emergency Preparedness Plan 2019-20
2. JHE Comprehensive Safety Plan 2019-20

The JHE Emergency Preparedness Plan includes specific procedures for fire, earthquake, disaster and intruder. The plan lists specific staff members and their specific duties.

The Comprehensive Safety Plan includes specific components, goals and activities concerning personal characteristics of our school, our community, our students, a healthy life style, and the physical environment.

Date of Last Review /Update: February, 2020

Date Last Reviewed with Staff: February, 2020

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.5	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.7	2.8	3.2
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		4		23		5		25		4	
1	24		3		24		4		22	1	3	
2	26		3		25		3		24		4	
3	26		4		24		4		26		3	
4	28		3		30		3		31		3	
5	28		3		30		3		32		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Benicia Unified School District offers ongoing professional development opportunities to all staff. The District's LCAP/Strategic Plan offers a wide range of support across all academic areas. Professional Development offerings take place before, during and after school and during the summer. Two district wide Professional Development days have been funded by LCAP to support professional growth. Staff Meetings, Site Leadership Teams, department chair meetings, and department and grade-level collaboration are all avenues to provide professional development workshops for our staff.

Guided Reading using the DRA assessment system, Words Their Way, and/or Teacher's College Phonics and Writer's Workshop comprise a balanced literacy program for grades TK-2nd grade. Teachers are implementing Reader's and Writer's Workshop at grades 2-8. Additionally, teachers in grades 2-5 use the Fountas and Pinnell assessment system. In Mathematics, we have adopted Everyday Math as our core curriculum. Our partnership with UC Davis Math Project has strengthened our knowledge of the eight mathematical practices including modeled drawing and fractions. We have a standards aligned report card at grades TK - 5 with district benchmark assessments as support. All common assessments are recorded and used to drive instruction.

At the secondary level, our literacy focus is argument writing, speaking and listening standards through accountable talk and close reading strategies. English teachers in grades 6-8 are using Reader's and Writer's Workshop along with other materials and instructional strategies to provide literacy instruction. Grades 9 and 10 have adopted Common Threads and all English courses have been aligned to the Common Core Standards. In mathematics, we have implemented an integrated pathway adopting CPM instructional materials emphasizing critical thinking strategies to support learning. Teachers in all academic areas have received training and support in the integration of the literacy standards. Social Studies teachers have been trained in DBQ strategies and Science teachers are realigning curriculum to the Next Generation Science Standards.

Our District Strategic Plan/Local Control Accountability Plan identify goals and practices that strengthen instruction and support Professional Development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,534	\$46,208
Mid-Range Teacher Salary	\$72,010	\$72,218
Highest Teacher Salary	\$91,676	\$92,742
Average Principal Salary (ES)	\$119,811	\$134,864
Average Principal Salary (MS)	\$127,616	\$118,220
Average Principal Salary (HS)	\$129,612	\$127,356
Superintendent Salary	\$200,850	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	33%
Administrative Salaries	6%	6%

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

Types of Services Funded

Please see school site plan.

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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,815	\$6	\$5,809	\$79,620
District	N/A	N/A	\$6,159	\$75,443
State	N/A	N/A	\$7,125	\$71,443

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.8	5.4
School Site/ State	-20.3	10.8

Note: Cells with N/A values 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.