Wilhelmina Henry School

1107 S. Wagner Ave. • Stockton, CA 95215 • (209) 933-7490 • Grades K-8
Eddie Van Bun, Principal
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http://www.stocktonusd.net/Henry

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

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

District Governing Board

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Board Clerk, Area 1

AngelAnn Flores
Area 2

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Board Vice President, Area 3

Lange Luntao
Board President, Area 4

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Area 5

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District Administration

John E. Deasy, Ph.D.
Superintendent

Nik Howard
Interim Assistant Superintendent of Human Resources

MaryJo Cowan
Assistant Superintendent of Educational Support Services

Sonjhia Lowery
Assistant Superintendent of 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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

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.

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.

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	100
Grade 1	81
Grade 2	114
Grade 3	93
Grade 4	88
Grade 5	95
Grade 6	118
Grade 7	99
Grade 8	99
Total Enrollment	887

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	0.6
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0.3
White	3.4
Two or More Races	1.1
Socioeconomically Disadvantaged	88.6
English Learners	36.4
Students with Disabilities	8.8
Foster Youth	0.5
Homeless	1.1

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 Wilhelmina Henry	17-18	18-19	19-20
With Full Credential	33	33	34
Without Full Credential	4	5	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Wilhelmina Henry 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)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 **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)

Henry Elementary School opened in August of 2006. Our site has classrooms, a multipurpose room, a library and an administration building. We have 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.

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. The solar panel installation 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-sensor 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	C-2: entrance door&frame both sides-paint, walls-paint, ceiling tile stained-replace some G-building Boys R/R: entrance door & frame both sides-paint, interior walls-paint, toilet seat chalking-replace, ceiling sensor cap missing-replace G-building Girls R/R: entrance door&frame both sides-paint, kick down-replace, walls&ceiling-paint, white trash receptacle-paint H-3: entrance door&frame both sides-paint, baseboard-replace, entrance door weather stripping-replace Multipurpose Room: entrance door&frame both sides-paint, stage steps-repair South/East Boys R/R: white trash receptacle-paint,handicap stall metal cover plate-paint South/East Girls R/R: white trash receptacle-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	G-building Boys R/R: entrance door & frame both sides-paint, interior walls-paint, toilet seat chalking-replace, ceiling sensor cap missing-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	G-building Boys R/R: entrance door & frame both sides-paint, interior walls-paint, toilet seat chalking-replace, ceiling sensor cap missing-replace
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	C-2: entrance door&frame both sides-paint, walls-paint, ceiling tile stained-replace some E-1: entrance door&frame both sides-paint F-2: entrance door&frame both sides-paint, G-building Boys R/R: entrance door & frame both sides-paint, interior walls-paint, toilet seat chalking-replace, ceiling sensor cap missing-replace G-building Girls R/R: entrance door&frame both sides-paint, kick down-replace, walls&ceiling-paint, white trash receptacle-paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		H-3: entrance door&frame both sides-paint, baseboard-replace, entrance door weather stripping-replace Kitchen: interior doors&frames both sides-paint L-1: entrance door&frame both sides-paint Multipurpose Room: entrance door&frame both sides-paint, stage steps-repair
Overall Rating	**Fair**	

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	21	23	28	31	50	50
Math	19	19	21	21	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	20.7	21.7	4.3
7	8.1	4.0	1.0

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	587	576	98.13	23.26
Male	295	289	97.97	17.30
Female	292	287	98.29	29.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	529	520	98.30	22.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.12	18.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	530	521	98.30	23.03
English Learners	373	365	97.86	15.89
Students with Disabilities	45	43	95.56	4.65
Students Receiving Migrant Education Services	24	24	100.00	20.83
Foster Youth	--	--	--	--
Homeless	12	11	91.67	8.33

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	587	583	99.32	18.87
Male	295	293	99.32	20.48
Female	292	290	99.32	17.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	36.36
Filipino	--	--	--	--
Hispanic or Latino	529	527	99.62	19.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	16	94.12	12.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	530	528	99.62	17.80
English Learners	373	372	99.73	14.78
Students with Disabilities	45	43	95.56	13.95
Students Receiving Migrant Education Services	24	24	100.00	25.00
Foster Youth	--	--	--	--
Homeless	12	11	91.67	8.33

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)
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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.1	5.8	4.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

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*	591.3

* 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	2.3

* 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	24		8		22	1	8		22	2	10	
1	28		8		27		11		23	1	7	
2	29		8		26	1	7		24		12	
3	29		7		26		8		21	2	8	
4	30		10		32		6	1	25	1	7	
5	33		2	5	29	1	9		28	2	6	
6	27	1	7		28	1	5	2	21	5	8	
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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,710	$48,612
Mid-Range Teacher Salary	$75,625	$74,676
Highest Teacher Salary	$95,270	$99,791
Average Principal Salary (ES)	$127,877	$125,830
Average Principal Salary (MS)	$0	$131,167
Average Principal Salary (HS)	$136,722	$144,822
Superintendent Salary	$285,461	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,257	$1,424	$5,833	$79,038
District	N/A	N/A	$6,928	$75,370.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.2	8.1
School Site/ State	-27.2	-2.2

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.