

**John R. Williams Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

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

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

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	John R. Williams Elementary School
<b>Street</b>	2450 Meadow Ave.
<b>City, State, Zip</b>	Stockton, CA, 95207-1331
<b>Phone Number</b>	(209) 953-8768
<b>Principal</b>	Nancy Martin
<b>E-mail Address</b>	nmartin@lUSD.net
<b>Web Site</b>	www.lUSD.net
<b>CDS Code</b>	39685696041909

District Contact Information	
<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Thomas Uslan
<b>E-mail Address</b>	tuslan@lUSD.net
<b>Web Site</b>	www.lUSD.net

## School Mission and Vision Statement (Most Recent Year)

Developing independent and responsible scholars for unlimited success.

### Our Vision

Creating educational opportunities that inspire hope and empower students to shape a better tomorrow.

### Our Motto

The Golden Rule: I will treat people like I want to be treated.

### Our Scholarly Goals

1. I will always do my best
2. I will learn from my mistakes
3. I will never give up
4. I will lead by helping my community, city and world

The John R. Williams School community is proud of our students. We continue to provide educational opportunities for our students to improve their individual academic success. The students live out our four JRW scholarly goals, which are: "I will always do my best; I will learn from my mistakes; I will never give up; and I will lead by helping my community, city and world." The staff, students and parents have created a scholarly atmosphere where students are motivated to achieve academic success. Through weekly and monthly celebrations, we continue to provide educational opportunities for students to become confident, independent and responsible scholarly leaders for unlimited success.

John R Williams School is one of eight elementary schools in Lincoln Unified School District located in the city of Stockton in the central San Joaquin Valley; 45 miles south of Sacramento. John R. Williams School opened 56 years ago and has an enrollment of approximately 640 students. Our enrollment has increased by 40 students in 2014-15. John R Williams has a total of 87 % of the students who qualify for Title 1 services. Our average attendance in 2013-14 was 95.10% and this is a .89% increase. In 2014-15, we added a Dual Immersion program to our campus and started with a Transitional Kindergarten class. This grade level is the first of several grades we will add to enrich a Dual Immersion program at John R. Williams School. Our site also provides a state-funded pre-school for children ages 3 and 4. All of our classroom teachers are NCLB highly qualified. We are serviced by a district psychologist, district nurse; a Title I / EL teacher, a library media aide, a resource teacher, two full-time primary language paraprofessionals; one hour primary language paraprofessional; one full-time and a part-time speech therapists; a Reading intervention teacher, who also teaches and advanced math class to 6th grade students from three schools in our district. We instruct students in a second-third grade Special Day class and a sixth grade Special Day class. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers, as provided for in the Individual Education Plans for students. John R. Williams provides classroom music, band, and choral instruction for our students. John R. Williams also offers opportunities for students through an After School Educational and Safety Program (ASES). Our Parent Involvement Policy is active and viable for all parents whose children attend our school. Our PTSA is active with over 107 members to enrich our school community. If you have any questions, please call us at 209-953-8768.

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	95
Grade 1	89
Grade 2	90
Grade 3	96
Grade 4	64
Grade 5	95
Grade 6	77
<b>Total Enrollment</b>	<b>606</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	16.7
American Indian or Alaska Native	0.7
Asian	14.5
Filipino	1.7
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0.8
White	20.8
Two or More Races	2.0
Socioeconomically Disadvantaged	79.4
English Learners	18.3
Students with Disabilities	15.7

## 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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	28	24	405
Without Full Credential	0	1	1	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.47	3.53
High-Poverty Schools in District	96.26	3.74
Low-Poverty Schools in District	100.00	0.00

Note: 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.

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

**Year and month in which data were collected:** October 2014

Following a public hearing on October 8, 2014, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have a textbooks or instructional materials, or both, to use in class or to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Reading/California 2003 and Houghton Mifflin Reading Medallions ELD Adoption Year 2004  McDougal Littell Language of Literature California 2002 Adoption Year 2004	No	0%
<b>Mathematics</b>	Pearson Scott Foresman enVision Math 2012 CC Adoption Year 2013  Pearson Scott Foresman enVision Math 2009 Adoption Year 2009  Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008  SRA - Number World Adoption Year 2008	Yes	0%
<b>Science</b>	Harcourt School Publishers 2007 California Science Adoption Year 2007  Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
<b>History-Social Science</b>	Harcourt School Publishers California Reflections 2006, Adoption Year 2006  Pearson Scott Foresman History/Social Science for California 2006, Adoption Year 2006  Teacher's Curriculum Institute History Alive California Middle School Program Adoption Year 2006	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is 56 years old, but our grounds and buildings are in good condition.

Our campus houses three portable classrooms, a cafeteria, library, and a computer lab. The custodians and grounds crew do a fine job of keeping the facilities and grounds clean and presentable. The district uses an electronic system for work orders. This provides quick turnaround and prompt service for our site.

John R Williams is a closed campus. Students, parents and visitors can only enter and exit through the office during school hours. Before school students enter through the main gate and are supervised by staff members. After school, the staff supervise the release of students at five different gates for 15 minutes which helps disperse the traffic and congestion. During the three lunch periods, we have four campus supervisors and a School Security Officer who assists in the supervision of our students.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Multiple damaged ceiling tiles - Replaced Multiple carpets stained - Cleaned Multiple rooms need painting
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	58	61	50	64	60	57	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	50
Male	60
Female	40
Black or African American	9
American Indian or Alaska Native	
Asian	50
Filipino	
Hispanic or Latino	55
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	46
English Learners	23
Students with Disabilities	25
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	56	51	53	57	55	54	56	55
Mathematics	47	60	54	52	52	49	49	50	50
History-Social Science				46	49	52	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	5	4
Similar Schools	2	8	6

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

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-13	60	-23
Black or African American			-33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	54	-24
Native Hawaiian/Pacific Islander			
White	-37	93	-27
Two or More Races			
Socioeconomically Disadvantaged	-15	65	-34
English Learners	2	47	-21
Students with Disabilities		55	-32

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.7	24.0	20.8

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.

## 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 (Most Recent Year)

Parent involvement is an important part of our John R. Williams School. At John R. Williams School, we have many opportunities for parents and communicate often about the important role they play in the lives of their children. Parents can join various organizations and committees to help our scholarly leaders succeed. These are: School Site Council (SSC), English Language Advisory Committee (ELAC), the DLAC, (the District Language Advisory Committee), the School Advisory Committee, (SAC), the DAC, (the District Advisory Committee), the African-American Parental Leadership (AAPL) and the PTSA. Parents and family members can also volunteer to read with and tutor students during the school day in the classrooms to make a difference in the lives of our scholars.

We encourage parents to volunteer in our classrooms at all grade levels, and to chaperone classes on field trips. We host an annual Back-to-School Dinner event, a Back to School Night, an Open House, and various educational nights for our families. We host a successful event entitled, "SUCCESS STARTS HERE," which is a college information night. Our annual fund-raising events include Cookie Dough sales, a WOG-a-Thon, BOX TOPS and supermarket loyalty rewards. We also welcome any financial donations from the community.

Parents can contact us by phone at 953-8768 or by emailing the principal or teachers, using the first initial of the person's name and adding @lusd.net. More information can also be found on the John R. Williams School website at Lincoln Unified School District. Parents are welcome to stop by our office to ask for information between the hours of 7:30 am and 4:00 pm daily. John R. Williams is a great place where we are developing independent and responsible scholarly leaders for unlimited success.

### 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.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	8.9	12.2	6.9	10.0	10.0	8.8	5.7	5.1	4.4
<b>Expulsions</b>	0.2	0.2	0.2	0.8	0.5	0.8	0.1	0.1	0.1

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

#### School Safety Plan (Most Recent Year)

Staff members are present on campus 30 minutes before school for supervision and 15 minutes after school. Four campus supervisors are present during the three lunch periods. The implementation of the Revised Expectation Plan has produced a school climate that is calm and conducive to learning. The staff observes and rewards students for appropriate, positive and respectful behaviors throughout the school year. Classroom meetings provide a positive means for the students and staff to solve minor conflicts in a reasonable manner. Our closed campus is fully fenced. Visitors must enter through the office, where they sign in and receive a visitor's badge before entering the campus.

We review and update our School Safety and Crisis Plan annually and it was last updated in October 2014. The plan includes emergency procedures for the students and various staff responsibilities. We conduct and review emergency drill procedures with the local fire department monthly.



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2009-2010
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	9
<b>Percent of Schools Currently in Program Improvement</b>	---	100.0

Note: Cells with "----" do not require data.

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	26	0	3	0	27	1	2		24	1	3	
<b>1</b>	27.7	0	3	0	30		3		30		3	
<b>2</b>	26.3	0	3	0	23	1	2		23	1	3	
<b>3</b>	26.3	0	3	0	23	1	2		24	1	3	
<b>4</b>	25	1	2	0	24	1	3		32		1	1
<b>5</b>	32	0	2	1	23	1	2		32		3	
<b>6</b>	31.7	0	3	0	27	1		3	26	1	2	

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

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	1	---
<b>Library Media Teacher (Librarian)</b>		---
<b>Library Media Services Staff (Paraprofessional)</b>	1	---
<b>Psychologist</b>	.25	---
<b>Social Worker</b>		---
<b>Nurse</b>		---
<b>Speech/Language/Hearing Specialist</b>	1.7	---
<b>Resource Specialist</b>		---
<b>Other</b>	3	---

Note: Cells with "----" do not require data. 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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,500	\$739	\$3,762	\$57,636
District	---	---	\$4,878	\$61,753
Percent Difference: School Site and District	---	---	-22.9	-5.7
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-32.1	-14.1

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

John R. Williams is a Title 1 school providing supplemental services to 82% percent of our students. We provide small group instruction, after school tutoring and the Language! core intervention program for intermediate students. We also provide a high quality state and First 5 funded preschool for forty 3 and 4 year old children. We are in Program Improvement Year 1 because of the 23 point drop in our API score in 2012-13.

These are the services our Title 1 funds provide: a Title I teacher, a English Language teacher a Primary Language (Spanish), Paraprofessional, four After School Education and Safety Program paraprofessionals, and a Library Media Aide. We also provide special education services for students with a Resource Specialist Program, 2 Special Day Classes (2-3 and 6) and two speech therapists.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,990	\$41,243
Mid-Range Teacher Salary	\$58,245	\$64,893
Highest Teacher Salary	\$77,393	\$83,507
Average Principal Salary (Elementary)	\$99,242	\$103,404
Average Principal Salary (Middle)	\$99,242	\$109,964
Average Principal Salary (High)	\$126,800	\$120,078
Superintendent Salary	\$171,566	\$183,557
Percent of Budget for Teacher Salaries	43	40
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.