

# John R. Williams Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<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>	<a href="mailto:nmartin@lusd.net">nmartin@lusd.net</a>
<b>Web Site</b>	<a href="http://jw.lusd.net/">http://jw.lusd.net/</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	39685696041909

<b>District Contact Information</b>	
<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 Description and Mission Statement (Most Recent Year)

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#### Our Mission

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 its students. We continue to provide educational opportunities for our students to improve their individual academic and social 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 57 years ago and now has an enrollment of approximately 657 students. John R Williams School has a total of 87% of the students who qualify for Title 1 services. Our average attendance in 2014-15 was 94.40%. In 2014-15, we added a Dual Immersion program to our campus and started with a Transitional Kindergarten class. This year we added a Dual Language Kindergarten class. Our district and school goal is to add a grade level each year to include several grades. 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, one part-time Bi-lingual translator, two full-time primary language paraprofessionals; one part-time primary language paraprofessional; one full-time and part-time speech therapists; a reading intervention teacher, who teaches a 5-6th grade intervention class and an after school intervention reading class for 3rd graders. We instruct students in a fourth and fifth 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, strings and choral instruction for our students. John R. Williams School 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.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	93
Grade 1	103
Grade 2	85
Grade 3	89
Grade 4	101
Grade 5	65
Grade 6	93
<b>Total Enrollment</b>	<b>629</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0.8
Asian	15.1
Filipino	2.1
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.6
White	16.4
Two or More Races	2.4
Socioeconomically Disadvantaged	77.9
English Learners	18.4
Students with Disabilities	15.3
Foster Youth	0.2

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	28	24	30	431
Without Full Credential	1	1	2	34
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	92.6	7.4
High-Poverty Schools in District	92.9	7.1
Low-Poverty Schools in District	86.5	13.5

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 2015-16)**

**Year and month in which data were collected:** October 2015

Following a public hearing on October 14, 2015, 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt School Publishers 2007 California Science Adoption Year 2007  Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
History-Social Science	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)

John R. Williams School is 57 years old, yet our grounds and buildings are in good condition. All physical plant concerns are reported to the LUSD Facilities Plant. The district uses an electronic system for work orders. This provides quick turnaround and prompt service for our site. Besides our permanent buildings, the campus houses three portable classrooms, a cafeteria, library, and a computer lab.

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 2016				
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 or stained ceiling tiles Multiple carpets stained 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			Needs multiple soap dispensers
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	47	44
Mathematics	22	33	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	87	85	97.7	40	32	20	8
	4	100	99	99.0	54	17	20	8
	5	68	66	97.1	50	21	20	9
	6	93	89	95.7	35	30	28	7
Male	3		54	62.1	46	30	15	9
	4		52	52.0	62	13	17	6
	5		32	47.1	50	25	19	6
	6		42	45.2	45	24	24	7
Female	3		31	35.6	29	35	29	6
	4		47	47.0	45	21	23	11
	5		34	50.0	50	18	21	12
	6		47	50.5	26	36	32	6

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		14	16.1	50	21	14	14
	4		18	18.0	56	17	28	0
	5		10	14.7	--	--	--	--
	6		11	11.8	18	55	27	0
American Indian or Alaska Native	3		2	2.3	--	--	--	--
	4		1	1.0	--	--	--	--
Asian	3		13	14.9	31	46	23	0
	4		13	13.0	62	23	15	0
	5		9	13.2	--	--	--	--
	6		13	14.0	31	31	23	15
Filipino	3		2	2.3	--	--	--	--
	4		3	3.0	--	--	--	--
	5		1	1.5	--	--	--	--
	6		1	1.1	--	--	--	--
Hispanic or Latino	3		35	40.2	49	29	14	9
	4		48	48.0	56	17	13	13
	5		33	48.5	55	15	18	12
	6		43	46.2	40	33	23	5
Native Hawaiian or Pacific Islander	6		1	1.1	--	--	--	--
White	3		15	17.2	20	47	27	7
	4		12	12.0	42	25	17	17
	5		12	17.6	33	25	33	8
	6		16	17.2	31	19	50	0
Two or More Races	3		4	4.6	--	--	--	--
	4		4	4.0	--	--	--	--
	5		1	1.5	--	--	--	--
	6		4	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		63	72.4	48	33	13	6
	4		84	84.0	60	17	18	5
	5		53	77.9	51	21	21	8
	6		69	74.2	38	33	23	6
English Learners	3		24	27.6	42	33	17	8
	4		20	20.0	80	15	0	0
	5		14	20.6	79	14	7	0
	6		14	15.1	64	29	7	0
Students with Disabilities	3		12	13.8	67	17	8	8
	4		17	17.0	88	0	12	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		16	23.5	75	13	0	13
	6		14	15.1	71	21	7	0
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	87	85	97.7	42	27	27	4
	4	100	100	100.0	59	28	10	3
	5	68	67	98.5	51	27	16	6
	6	93	91	97.8	44	32	14	10
<b>Male</b>	3		54	62.1	44	20	30	6
	4		53	53.0	57	28	13	2
	5		32	47.1	53	25	16	6
	6		44	47.3	39	32	18	11
<b>Female</b>	3		31	35.6	39	39	23	0
	4		47	47.0	62	28	6	4
	5		35	51.5	49	29	17	6
	6		47	50.5	49	32	11	9
<b>Black or African American</b>	3		14	16.1	57	0	43	0
	4		19	19.0	63	32	5	0
	5		10	14.7	--	--	--	--
	6		11	11.8	55	36	9	0
<b>American Indian or Alaska Native</b>	3		2	2.3	--	--	--	--
	4		1	1.0	--	--	--	--
<b>Asian</b>	3		13	14.9	23	62	15	0
	4		13	13.0	62	31	8	0
	5		9	13.2	--	--	--	--
	6		14	15.1	43	29	7	21
<b>Filipino</b>	3		2	2.3	--	--	--	--
	4		3	3.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.5	--	--	--	--
	6		1	1.1	--	--	--	--
<b>Hispanic or Latino</b>	3		35	40.2	54	20	20	6
	4		48	48.0	58	25	13	4
	5		34	50.0	53	26	15	6
	6		43	46.2	49	26	21	5
<b>Native Hawaiian or Pacific Islander</b>	6		1	1.1	--	--	--	--
<b>White</b>	3		15	17.2	20	40	33	7
	4		12	12.0	58	17	17	8
	5		12	17.6	33	33	25	8
	6		17	18.3	29	47	12	12
<b>Two or More Races</b>	3		4	4.6	--	--	--	--
	4		4	4.0	--	--	--	--
	5		1	1.5	--	--	--	--
	6		4	4.3	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		63	72.4	54	24	19	3
	4		84	84.0	64	27	8	0
	5		54	79.4	56	22	15	7
	6		70	75.3	49	31	14	6
<b>English Learners</b>	3		24	27.6	46	38	17	0
	4		20	20.0	75	25	0	0
	5		14	20.6	71	21	7	0
	6		14	15.1	64	36	0	0
<b>Students with Disabilities</b>	3		12	13.8	75	17	8	0
	4		17	17.0	88	6	6	0
	5		16	23.5	69	19	0	13
	6		14	15.1	79	14	0	7
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	60	50	48	60	57	57	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	48
Male	54
Female	43
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	48
White	--
Socioeconomically Disadvantaged	--
English Learners	36
Students with Disabilities	45
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.80	31.70	38.10

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. The organizations and committees are as follows: School Site Council (SSC), English Language Advisory Committee (ELAC), the DLAC, (the District Language Advisory Committee), Lincoln Latin Leadership, School Advisory Committee, (SAC), the DAC, (the District Advisory Committee), the African-American Parental Leadership (AAPL) and the PTSA.

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 also host "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. Any financial donations from the community are always welcome too.

Parents can contact us by phone at 953-8768 or through our website, [jw.lusd.net](http://jw.lusd.net). 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	12.17	6.92	2.94	10.05	8.81	6.95	5.07	4.36	3.80
<b>Expulsions</b>	0.16	0.00	0.28	0.50	0.00	0.56	0.13	0.10	0.09

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

Staff members are present on campus 30 minutes before school for supervision and 15 minutes after school. Our full-time Safety Officer works with staff, parents and students everyday. We have closed campus that is fully fenced so visitors must sign in at the office from 8:00-2:15 each day. Four campus supervisors are present during the four 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.

We review and update our School Safety and Crisis Plan annually. The plan includes emergency procedures for the staff to keep the students safe. We conduct emergency drill procedures with the local fire department monthly. We have 8 CPR trained staff and more have been trained to use an Epi-pens.

## 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 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

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

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

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

Grade Level	2012-13				2013-14				2014-15			
	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+
K	27	1	2		24	1	3		23	1	3	
1	30		3		30		3		26		4	
2	30		2		29		3		27		3	
3	26	1	2		25	1	3		23	1	3	
4	30		3		32		1	1	31		3	
5	32		2		32		3		32		2	
6	29	1		3	26	1	2		28	1	3	
Other									12	1		

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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		629
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.7	N/A
Resource Specialist		N/A
Other	3	N/A

Note: Cells with N/A values 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,500	\$739	\$3,762	\$57,636
District	N/A	N/A	\$4,878	\$65,809
Percent Difference: School Site and District	N/A	N/A	-22.9	-5.7
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-32.1	-14.1

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

**Types of Services Funded (Fiscal Year 2014-15)**

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 Language! core intervention programs for intermediate students. We also provide a high quality state and First 5 funded preschool for forty children ages 3 and 4 years old.

These are the services our Title 1 funds provide: a Title I teacher, two full-time bi-lingual paraprofessionals, three part-time bi-lingual paraprofessionals, 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 (4-5th and 6th grades) and two speech therapists.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,932	\$42,315
Mid-Range Teacher Salary	\$62,427	\$66,451
Highest Teacher Salary	\$82,949	\$85,603
Average Principal Salary (Elementary)	\$103,296	\$105,079
Average Principal Salary (Middle)	\$103,296	\$111,005
Average Principal Salary (High)	\$129,649	\$121,310
Superintendent Salary	\$178,576	\$189,899
Percent of Budget for Teacher Salaries	41%	39%
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 (Most Recent Three Years)**

Lincoln Unified School District provides ongoing professional development for staff annually as a part of the contract, with follow up days and coaching throughout the year. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. Early release time on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.