

John R. Williams Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

Our Mission

Developing independent and responsible world class scholarly leaders for cultural and economic success.

Our Vision

Creating educational opportunities that inspire hope and empower scholarly global leaders 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

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 59 years ago and has an enrollment of approximately 629 students. John R Williams School has a total of 80% of the students who qualify for Title 1 services. Our average attendance in 2016-17 was 94.40%. In 2014-15, we added a Dual Immersion program to our campus and started with a Transitional Kindergarten class. Since then we have added a new Dual Language class each year. Our Dual Language strand spans from TK -2nd grade this year. 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, one full-time and a part-time resource teachers, two part-time Bi-lingual translators, two full-time primary language paraprofessionals; two part-time primary language paraprofessional; one full-time and part-time speech therapists; a reading intervention teacher, who teaches a 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 for each grade level, and has enrichment opportunities in band, strings and choral instruction for fourth - sixth grades. John R. Williams School also offers opportunities for students through an After School Educational and Safety Program (ASES). Our Parent Engagement Policy is viable for all parents whose children attend our school. The PTSA is active with over 208 members to enrich our school community. Our ELAC lends support to families whose first language is not English and the School Site Council gives a voice to parents regarding successes and concerns at our site.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	112
Grade 1	70
Grade 2	77
Grade 3	100
Grade 4	86
Grade 5	99
Grade 6	109
Total Enrollment	653

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	14.5
American Indian or Alaska Native	0.6
Asian	11.6
Filipino	2.5
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	1.1
White	15.2
Two or More Races	3.4
Socioeconomically Disadvantaged	77.5
English Learners	18.2
Students with Disabilities	15
Foster Youth	0.5

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	30	29	406
Without Full Credential	2	5	5	59
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	25

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	3

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 2017-18)

Year and month in which data were collected: October 2017

Following a public hearing on October 11, 2017, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill Wonders Works California, 2017 Edition Adoption Year 2016 McGraw Hill Maravillas California, 2017 Edition Adoption Year 2016 McGraw-Hill School Education, StudySync, 2017 Edition Adoption Year 2017 Read 180 Adoption Year 2016 McDougal Littell Language of Literature California, 2002 Edition Adoption Year 2004	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition (English and Spanish) Adoption Year 2014 IMP I	Yes	0%
Science	Harcourt California Science, 2007 Edition Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 TechBooks Adoption Year 2015	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt California Reflections. 2006 Edition Adoption Year 2006 Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2004 Edition Adoption Year 2006 TechBooks Adoption Year 2015	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

John R. Williams School is 59 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 two 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Multiple rooms with damaged ceiling tiles Stained carpets Multiple rooms need painting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	26	28	47	47	48	48
Mathematics (grades 3-8 and 11)	22	23	32	32	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	397	391	98.49	28.13
Male	207	204	98.55	22.55
Female	190	187	98.42	34.22
Black or African American	65	63	96.92	19.05
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	54	54	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	188	187	99.47	26.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	56	94.92	37.5
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	318	313	98.43	22.36
English Learners	85	84	98.82	27.38
Students with Disabilities	69	68	98.55	4.41
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	397	391	98.49	23.27
Male	207	204	98.55	23.53
Female	190	187	98.42	22.99
Black or African American	65	63	96.92	15.87
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100	24.07
Filipino	--	--	--	--
Hispanic or Latino	188	187	99.47	20.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	56	94.92	35.71
Two or More Races	13	13	100	30.77
Socioeconomically Disadvantaged	318	313	98.43	17.89
English Learners	85	84	98.82	19.05
Students with Disabilities	69	68	98.55	2.94
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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	29	57	52	60	56

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

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

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6	21.6	2.1

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent engagement 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 and achieve. 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, (LLL), the DAC, (the District Advisory Committee), and the Parent Teacher Student Association, (PTSA).

We encourage parents to volunteer in our classrooms at all grade levels, and chaperone field trips. We host an annual Back-to-School Dinner event, a Back to School Curriculum Night, a Hispanic Cultural Night, an End of the Year Open House, and various educational nights throughout the year. We also host "SUCCESS STARTS HERE," which is a college information night for parents and students.

Parents can contact us by phone at 953-8768, through our website, jw.lusd.net, or the SHARP SCHOOL app. 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 world class scholarly leaders for cultural and economic success.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.0	6.5	7.6	7.0	7.0	7.3	3.8	3.7	3.6
Expulsions	0.3	0.6	0.3	0.6	0.6	0.8	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Staff members are present on campus 30 minutes before school for supervision and 15 minutes after school. Our full-time Safety Officer works to 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 Restorative Justice is in the second year to support the positive climate at our school. The staff observes and rewards students for appropriate, positive and respectful behaviors throughout the school year. All staff as been trained in the "No Bully" method for addressing bullying at school. Three staff members are trained to facilitate Solution Teams which have been very powerful for all involved.

We review and update our School Safety and Crisis Plan annually. This year we have been supportive by California Safe Schools consultants to improve our School Safety and Crisis Plan. The plan includes emergency procedures, scripts, detailed maps and more for the staff to keep the students safe. We conduct emergency evacuation and lockdown drills monthly. We have eight CPR trained staff and all certificated staff have been trained to use an Epi-pen.

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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	23	1	3		20	2	3		22	2	3	
1	26		4		25		3		23		3	
2	27		3		24		4		26		3	
3	23	1	3		24		3		25		4	
4	31		3		31		3		28		3	
5	32		2		26	1	3		26	1	3	
6	28	1	3		26	1		2	27	1	3	
Other	12	1										

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		629
Counselor (Social/Behavioral or Career Development)	1.4	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 2015-16)

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	\$69,019
Percent Difference: School Site and District	N/A	N/A	-22.9	-5.7
State	N/A	N/A	\$6,574	\$74,476
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 2016-17)

John R. Williams is a Title 1 school providing supplemental services to 80% percent of our students. We provide small group instruction, after school tutoring and Read 180 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 part-time bi-lingual translator paraprofessionals, two full-time bi-lingual paraprofessionals, two part-time primary language paraprofessionals, four After School Education and Safety program paraprofessionals, and a Library Media aide. We also provide special education services for students with one a full-time and part-time Resource Specialists, 2 Special Day Classes (4-5th and 6th grades) and two speech therapists.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,559	\$46,511
Mid-Range Teacher Salary	\$67,580	\$73,293
Highest Teacher Salary	\$89,796	\$92,082
Average Principal Salary (Elementary)	\$116,185	\$113,263
Average Principal Salary (Middle)	\$116,185	\$120,172
Average Principal Salary (High)	\$143,253	\$131,203
Superintendent Salary	\$202,416	\$213,732
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	5%	5%

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.