

John R. Williams Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 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	Jennifer Heck
Email Address	jheck@lusd.net
School Website	jw.lusd.net
County-District-School (CDS) Code	39685696041909

2022-23 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lusd.net
District Website Address	www.lusd.net

2022-23 School Overview

John R. Williams Elementary School was established in 1958 and is a bulwark in the community and multi-generational education pillar in the Lincoln Unified School District. Many of our student's grandparents and parents attended John R. Williams. Our families are committed to actively engaging in their children's education and learning community. Our culture and ethnicity are richly diverse, reflected in our student body and staff. We strive to develop young adults who think critically, act responsibly, and contribute positively to society. We educate our children in an academically challenging, technologically advanced, safe and supportive environment. We provide unique educational opportunities for students. Our every decision is predicated on what is best for students and how we can best serve our families. The mission of John R. Williams is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

John R. Williams has five goals addressing academic improvement in the areas of reading and math; services for English learners that includes growth toward meeting English language proficiency and grade level academic standards; and increased student and family engagement through positive relationship building and learning support. Every goal was written to provide equity for all student groups, with an emphasis on closing the achievement gap for students with disabilities and English learners.

Progress indicators for Language Arts includes quarterly Amplify assessment and monitoring data, CAASPP annual scores, and iReady assessment data. Math progress indicators also include CAASPP and iReady assessment data as well as Eureka Benchmark Assessments, Dreambox data monthly, and formative assessments. Core phonics survey, benchmark assessments, and ELPAC data is reviewed for English learners in addition to the state testing and iReady data. Positive student and parent engagement is reflected in attendance at school events, Parent/Teacher Conference attendance, discipline and suspension reductions, and improved attendance reviewed monthly.

John R. Williams is the only school in Lincoln Unified that offers a Dual Language Immersion Program. Our outstanding Dual Language Program is offered from Kindergarten through 6th Grade. Our program executes a 90/10 model with an excellent, 100% highly qualified, BCLAD certificated faculty. John R. Williams celebrates diversity throughout our entire school and supports all our learners with an outstanding staff. We offer Tier I, II, and III intervention reading support programs during school and after school we provide Reading and Mathematics intervention to help all learners reach their greatest academic potential. Designated and integrated ELD instruction takes place daily in classrooms. Students engage in digital Math and Reading support programs daily.

2022-23 School Overview

John R. Williams staff focuses on developing positive student engagement through activities and strategies to build relationships, promote positive behavior, and increase student engagement. We support and promote social/emotional well being, in part, by teaching social/emotional skills in classrooms weekly. We also create opportunities to build community and enhance parent and family engagement through family events. John R. Williams is a learning community where everybody wants to be!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	70
Grade 2	68
Grade 3	71
Grade 4	84
Grade 5	88
Grade 6	81
Total Enrollment	561

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.4
Asian	10.3
Black or African American	11.4
Filipino	1.2
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.7
White	10.7
English Learners	17.3
Foster Youth	0.2
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	65.6
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	92.44	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.78	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.20	8.64	12115.80	4.41
Unknown	1.00	3.78	22.50	5.10	18854.30	6.86
Total Teaching Positions	26.40	100.00	442.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing 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 textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition (English and Spanish) Adoption Year 2014	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

John R. Williams was established in 1958 and is 63 years old. The buildings and grounds are in good condition despite its years. Our campus houses permanent buildings (A, B, and C Wings; Library and surrounding classrooms; 5th & 6th Grade Classrooms; Multi-Use Room; Administration Building) as well as 3 portable classrooms. The Administration building was built within the last ten years. Buildings are cleaned and maintained daily with day and night custodians. We have sufficient classroom, playground, and staff space to support teaching and learning. Our playground equipment is in good shape. Any work orders or facility concerns are submitted digitally and promptly addressed by our outstanding grounds and maintenance personnel. Our district groundsman and site maintenance staff keep John R. Williams consistently in good shape.

John R. Williams is a secure campus. During school hours no one may access the school grounds from the office without a FOB or being admitted by office staff. At lunch we have four campus yard duties and a School Security Officer supervising students. Students attending the After School Program report to the program directly after school and they dismiss through the front Gate (#1) or office for pick up.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	44	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	319	96.67	3.33	28.30
Female	165	161	97.58	2.42	38.13
Male	165	158	95.76	4.24	18.35
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	32.26
Black or African American	37	35	94.59	5.41	20.59
Filipino	--	--	--	--	--
Hispanic or Latino	213	207	97.18	2.82	27.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	27.59
English Learners	56	51	91.07	8.93	13.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	205	96.70	3.30	20.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	60	96.77	3.23	6.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	322	97.58	2.42	18.63
Female	165	161	97.58	2.42	19.25
Male	165	161	97.58	2.42	18.01
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	25.81
Black or African American	37	34	91.89	8.11	8.82
Filipino	--	--	--	--	--
Hispanic or Latino	213	210	98.59	1.41	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	20.69
English Learners	56	55	98.21	1.79	10.91
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	206	97.17	2.83	13.11
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	59	95.16	4.84	10.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	4.23	11.49	22.22	22.23	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	87	98.86	1.14	11.49
Female	46	45	97.83	2.17	15.56
Male	42	42	100	0	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	11.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	8.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100	0	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

John R. Williams welcomes and encourages parent and family involvement and provides opportunities for parents and families to be involved in their children's education and our learning community through School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Family Nights, Holiday Events, Spirit Weeks, and Parent Teacher Student Association (PTSA). Our PTSA provides a tremendous connection to our families through their events and facebook page. All parents are invited to participate in PTSA as they sponsor huge events that bring hundreds of families together on campus. Our communication with families is enhanced through the district Parent Square platform. Parents are encouraged to communicate with teachers through email and Parent Square and teachers communicate regularly with parents. Parents are encouraged to attend Parent Conferences twice yearly. Parents may contact the principal at John R. Williams at 209-953-8768 and through our website, jw.lusd.net. Parents are welcome to stop by our office for information between the hours of 7:30 am and 4:00 pm daily.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	619	602	221	36.7
Female	292	287	102	35.5
Male	327	315	119	37.8
American Indian or Alaska Native	2	2	2	100.0
Asian	63	63	24	38.1
Black or African American	68	68	27	39.7
Filipino	7	7	4	57.1
Hispanic or Latino	386	374	141	37.7
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	17	17	8	47.1
White	70	66	15	22.7
English Learners	112	111	42	37.8
Foster Youth	2	2	1	50.0
Homeless	13	13	3	23.1
Socioeconomically Disadvantaged	437	425	177	41.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	103	42	40.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.80	4.32	2.45
Expulsions	0.48	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.21	10.50	1.00	6.62	0.20	3.17
Expulsions	0.00	0.65	0.02	0.76	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.50	0.65
Female	7.19	0.34
Male	13.46	0.92
American Indian or Alaska Native	0.00	0.00
Asian	11.11	0.00
Black or African American	20.59	1.47
Filipino	0.00	0.00
Hispanic or Latino	7.77	0.26
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.65	0.00
White	14.29	2.86
English Learners	8.04	0.89
Foster Youth	0.00	0.00
Homeless	38.46	15.38
Socioeconomically Disadvantaged	12.13	0.69
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.10	0.95

2022-23 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	25		3	
2	25		3	
3	23	1	2	
4	25		3	
5	29		3	
6	21	1	3	
Other	12	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	23	1	2	
2	25		3	
3	23		3	
4	25	1	2	
5	24	1	2	
6	26	1	2	
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		3	
2	23	1	2	
3	24		3	
4	26		3	
5	25	1	2	
6	25	1	2	
Other	12	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,500	\$739	\$3,762	\$57,636
District	N/A	N/A	\$4,878	\$75,499
Percent Difference - School Site and District	N/A	N/A	-25.8	-26.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-54.7	-36.2

2021-22 Types of Services Funded

John R. Williams is a Title I school providing approximately 78% of our population with supplemental services. We provide small group instruction in every classroom. Designated and integrated ELD instruction takes place daily in classrooms. We offer Tier I, II, and III intervention reading support programs during school through our Title I teacher and paraprofessionals. We provide reading Intervention using Tier II Wonders, SIPPS, and Orton-Gillingham. Using Amplify assessment data, we target 2nd grade students to receive small group pull out reading intervention during school. John R. Williams has two Special Day 5th/6th grade classes, fulfilling student's individual education plans. Language, Speech and Hearing services are available to students as needed. Social and emotional needs of students are addressed through our Social/Emotional Learning Curriculum (Second Step) and counseling services available to students. We provide specific targeted after school tutoring in 3 - 5 week sessions at every grade level in Language Arts or Math throughout the year. Our After School Education and Safety Program (ASES) provides students with access to tutoring in Language Arts, partnering with us with small group instruction with our English Learners, as well as providing enrichment activities to students. Our pre-school supports students by developing skills necessary for students to be prepared to enter school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,253	\$52,478
Mid-Range Teacher Salary	\$74,204	\$80,810
Highest Teacher Salary	\$101,553	\$101,276
Average Principal Salary (Elementary)	\$131,014	\$127,080
Average Principal Salary (Middle)	\$131,014	\$134,264
Average Principal Salary (High)	\$164,352	\$147,200
Superintendent Salary	\$226,719	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Lincoln Unified School District provides two professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	