John R. Williams Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	39685696041909

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 makeup is richly diverse, as reflected in both 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.

2024-25 School Description and Mission Statement

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. 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. Progress indicators for our Dual Language students include AVANT, iReady, and the CSA (California Spanish Exam). 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 all classrooms. Students engage in digital Math and Reading support programs daily.

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 and through our Wellness Center where students can receive group and individual counseling. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	68
Grade 2	71
Grade 3	70
Grade 4	70
Grade 5	84
Grade 6	82
Total Enrollment	541

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.4
Asian	8.5
Black or African American	10.5
Filipino	0.9
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.4
White	7.9
English Learners	23.3
Foster Youth	0.6
Homeless	6.5
Migrant	0.4
Socioeconomically Disadvantaged	80.2
Students with Disabilities	13.9

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/Incomplete/NA	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

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)	26.50	96.36	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	32.10	7.45	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.64	27.60	6.42	15831.90	5.67
Total Teaching Positions	27.50	100.00	430.70	100.00	279044.80	100.00

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.

2022-23 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)	23.00	95.83	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.17	9.70	2.45	14303.80	5.15
Total Teaching Positions	24.00	100.00	397.70	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 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	Dec 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders Adoption Year 2023 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	HMH Into Math Adoption Year 2024	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%

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

School Facility Conditions and Planned Improvements

John R. Williams was established in 1958 and is 65 years old. The buildings and grounds are in good condition despite its age. 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 groundsmen 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 monitors 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	December 2024

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		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	31	45	41	46	47
Mathematics (grades 3-8 and 11)	20	21	28	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	296	93.08	6.92	30.74
Female	159	149	93.71	6.29	32.21
Male	158	147	93.04	6.96	29.25
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	46.43
Black or African American	32	30	93.75	6.25	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	214	195	91.12	8.88	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	33.33
English Learners	71	54	76.06	23.94	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	22.22
Socioeconomically Disadvantaged	253	237	93.68	6.32	25.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	43	93.48	6.52	11.63

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	318	311	97.80	2.20	21.22
Female	159	157	98.74	1.26	15.29
Male	158	153	96.84	3.16	27.45
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	25.00
Black or African American	32	30	93.75	6.25	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	214	210	98.13	1.87	20.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	29.63
English Learners	71	69	97.18	2.82	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	15.79
Socioeconomically Disadvantaged	253	247	97.63	2.37	16.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	43	93.48	6.52	9.30

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.44	11.76	24.92	25.81	30.29	30.73

2023-24 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	85	85	100.00	0.00	11.76
Female	43	43	100.00	0.00	11.63
Male	42	42	100.00	0.00	11.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	66	100.00	0.00	10.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	0.00	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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.

2023-24 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.   The administration of the PFT requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

John R. Williams welcomes and encourages parent and family involvment 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. Some of our PTSA events include Fall Carnival, Winter Craft Night, Movie Nights, Back to School Night, Bingo for Books, Read-a-thon, and Pastries with Parents. 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 also using Parent Square and email. 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	581	172	29.6
Female	287	280	79	28.2
Male	312	300	93	31.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	47	11	23.4
Black or African American	63	60	22	36.7
Filipino	--	--	--	--
Hispanic or Latino	409	397	121	30.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	9	37.5
White	46	44	5	11.4
English Learners	160	152	40	26.3
Foster Youth	--	--	--	--
Homeless	40	40	14	35.0
Socioeconomically Disadvantaged	492	475	151	31.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	94	20	21.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	10.50	4.50	1.17	6.62	6.80	5.81	3.17	3.60	3.28
Expulsions	0.65	0.00	0.17	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17	0.17
Female	1.39	0.35
Male	0.96	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.94	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.49	0.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.50	2.50
Socioeconomically Disadvantaged	1.42	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2023.

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24		4	
1	26		3	
2	24		3	
3	23	1	2	
4	28		3	
5	27		3	
6	25	1	2	
Other	11	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		3	
1	23		3	
2	24		3	
3	23		3	
4	23	1	2	
5	28		3	
6	27		3	

2023-24 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	541

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$86,208
Percent Difference - School Site and District	N/A	N/A	-25.8	-39.7
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-96.5	-48.7

Fiscal Year 2023-24 Types of Services Funded

John R. Williams is a Title I school providing approximately 80% 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 reading intervention during school. This year John R. Williams does not have Special Day classes but provides Resource Services for qualifiying students through pushing into classes, supporting core instruction with minimum pull out of students from class. 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) for 1st and 2nd grades, and our Wellness Center providing group and individual counseling services. We provide specific targeted after school tutoring in 3rd through 6th grades in 3-4 week sessions in Math and Language Arts 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,745	$58,855
Mid-Range Teacher Salary	$83,424	$92,519
Highest Teacher Salary	$114,171	$114,665
Average Principal Salary (Elementary)	$147,293	$142,791
Average Principal Salary (Middle)	$147,293	$151,078
Average Principal Salary (High)	$184,773	$167,094
Superintendent Salary	$254,890	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Lincoln Unified School District provides professional development days for staff in the beginning of the year. We have monthly site based District Wide Collaboration Days. 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 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4