

# John R. Williams Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	John R. Williams Elementary School
<b>Street</b>	2450 Meadow Avenue
<b>City, State, Zip</b>	Stockton, CA, 95207-1331
<b>Phone Number</b>	(209) 953-8768
<b>Principal</b>	Jennifer Heck
<b>Email Address</b>	jheck@lusd.net
<b>School Website</b>	jw.lusd.net
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	39685696041909

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

John R. Williams Elementary School was established in 1958 and is 67 years old this year (2025). Many of our students have multiple generations of family members who attended John R. Williams. Our families are committed to actively engaging in their children's education and are vested in our learning community. We are a culturally rich and ethnically diverse student and staff population. 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 iReady and Amplify assessments and monitoring data as well as CAASPP annual scores. Math progress indicators include iReady assessment data and CAASPP annual scores. 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

## 2025-26 School Description and Mission Statement

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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	72
Grade 2	71
Grade 3	73
Grade 4	78
Grade 5	71
Grade 6	90
<b>Total Enrollment</b>	<b>555</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
Asian	9.4
Black or African American	9.9
Filipino	0.9
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.4
White	5.8
English Learners	21.4
Foster Youth	1.1
Homeless	8.1
Migrant	0.4
Socioeconomically Disadvantaged	85
Students with Disabilities	15

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.5	96.36	340.2	78.99	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	22.6	5.25	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8	1.88	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	32.1	7.45	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	3.64	27.6	6.42	15831.9	5.67
<b>Total Teaching Positions</b>	27.5	100	430.7	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23	95.83	315.7	79.39	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	23.8	5.99	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	19.3	4.86	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	29	7.31	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.17	9.7	2.45	14303.8	5.15
<b>Total Teaching Positions</b>	24	100	397.7	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20	93.02	308.9	76.19	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	17.9	4.42	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	6.98	21.3	5.27	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	27.8	6.86	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	29.4	7.25	13705.8	4.91
<b>Total Teaching Positions</b>	21.5	100	405.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	1.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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**

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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	0%
<b>Mathematics</b>	HMH Into Math Adoption Year 2024  iReady Classroom Mathematics Adoption Year 2024	0%
<b>Science</b>	Exploring Science - National Geographic/Cengage Adoption Year 2022  CA Inspire McGraw Hill Adoption Year 2022	0%
<b>History-Social Science</b>	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025  Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
<b>Foreign Language</b>		0%

<b>Health</b>		0%
<b>Visual and Performing Arts</b>		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 67 years old this year (2025). 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 about ten years ago. A new roof was put on our multi-use room building in Spring of 2025. Our entire school was painted this past Summer (2025). 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 brand new. 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 great 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 (ASES) report to the program directly after school and they dismiss through the front Gate (#1) or office for pick up.

<b>Year and month of the most recent FIT report</b>	July 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	28	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	21	23	28	30	35	37

## 2024-25 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	308	306	99.35	0.65	28.43
Female	148	147	99.32	0.68	29.25
Male	160	159	99.38	0.62	27.67
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	55.17
Black or African American	36	36	100.00	0.00	19.44
Filipino	--	--	--	--	--
Hispanic or Latino	207	205	99.03	0.97	25.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	43.48
English Learners	62	60	96.77	3.23	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	25.93
Socioeconomically Disadvantaged	261	259	99.23	0.77	26.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	55	98.21	1.79	9.09

## 2024-25 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
<b>All Students</b>	308	307	99.68	0.32	23.13
<b>Female</b>	148	147	99.32	0.68	19.73
<b>Male</b>	160	160	100.00	0.00	26.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	29	29	100.00	0.00	41.38
<b>Black or African American</b>	36	36	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	207	206	99.52	0.48	21.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	23	100.00	0.00	30.43
<b>English Learners</b>	62	61	98.39	1.61	6.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	27	27	100.00	0.00	22.22
<b>Socioeconomically Disadvantaged</b>	261	260	99.62	0.38	20.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	56	55	98.21	1.79	9.09

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	11.76	17.81	25.81	27.23	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	17.81
Female	31	31	100.00	0.00	3.23
Male	42	42	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	46	100.00	0.00	10.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	16.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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
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## 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.

#### 2025-26 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), Math Nights, STEM Night, 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, Ruby Bridges Walk to School, 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](http://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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	595	583	136	23.3
Female	295	287	66	23.0
Male	300	296	70	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	53	10	18.9
Black or African American	63	63	24	38.1
Filipino	--	--	--	--
Hispanic or Latino	400	391	84	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	10	34.5
White	37	37	5	13.5
English Learners	142	135	20	14.8
Foster Youth	--	--	--	--
Homeless	49	48	12	25.0
Socioeconomically Disadvantaged	507	496	123	24.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	113	31	27.4

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.5	1.17	2.35	6.8	5.81	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.17	0	0.61	0.79	0.45	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0.00
Female	1.36	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
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	2.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.70	0.00
Foster Youth	0.00	0.00
Homeless	4.08	0.00
Socioeconomically Disadvantaged	2.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.08	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.

## 2025-26 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 of 2025.

## 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.

### 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	0	4	0
1	26	0	3	0
2	24	0	3	0
3	23	1	2	0
4	28	0	3	0
5	27	0	3	0
6	25	1	2	0
Other	11	2	0	0

### 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	0	3	0
1	23	0	3	0
2	24	0	3	0
3	23	0	3	0
4	23	1	2	0
5	28	0	3	0
6	27	0	3	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	3	
1	24		3	
2	24		3	
3	24		3	
4	26		3	
5	24		3	
6	30		2	

## 2024-25 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

## 2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$4,500	\$739	\$3,762	\$57,636
<b>District</b>	N/A	N/A	\$4,878	\$94,741
<b>Percent Difference - School Site and District</b>	N/A	N/A	-25.8	-39.7
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-96.5	-48.7

## Fiscal Year 2024-25 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, UFLI, and Orton-Gillingham. Using Amplify assessment data, we provide small group instruction in classrooms. Our Resource teachers provide services to qualifying students by 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 counselors and our Wellness Center, providing group and individual counseling services and classroom presentations. We provide specific targeted after school tutoring in 3rd through 6th grades in 3-4 week sessions in Language Arts and Math throughout the year. Our After School Education and Safety Program (ASES) partners 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$64,261	\$62,145
<b>Mid-Range Teacher Salary</b>	\$91,258	\$97,088
<b>Highest Teacher Salary</b>	\$124,891	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$157,603	\$151,343
<b>Average Principal Salary (Middle)</b>	\$157,603	\$159,514
<b>Average Principal Salary (High)</b>	\$190,877	\$177,261
<b>Superintendent Salary</b>	\$272,732	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	27.55%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.46%	5.4%

## 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 student grouping, 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4