

Craig Williams Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Craig Williams Elementary
Street	6144 N. Clark Ave.
City, State, Zip	Lakewood , Ca, 90712-1200
Phone Number	562-804-6540
Principal	Stacey Williams
E-mail Address	staceywilliams@busd.k12.ca.us
Web Site	Craigwilliamselementary.org
CDS Code	19643036011654

District Contact Information	
District Name	Bellflower Unified School District
Phone Number	(562) 866-9011
Superintendent	Tracy McSparren
E-mail Address	tmcsparren@busd.k12.ca.us
Web Site	http://www.busd.k12.ca.us

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

The mission of Craig Williams Elementary School is to empower students to meet their full potential and inspire them to become lifelong learners by providing them appropriate and challenging educational experiences. The vision of Craig Williams Elementary School is to support students by providing rigorous instruction in a safe, respectful, and positive learning environment, so that they are able to reach their highest potential behaviorally and academically.

Craig Williams Elementary School prides itself in academic programs that nurture the development of 21st Century Skills. From Preschool to promotion our students are challenged to think creatively through the use of a curriculum based on the California Standards. Critical thinking skills are built as students are challenged with an academic program that moves beyond pencil and paper and into projects that involve design and multiple complex components. All students are taught collaboration through modeling and a language intensive classroom learning environment by a wonderful staff of highly talented, fully credentialed classroom teachers.

Craig Williams Elementary School is located in the City of Lakewood and serves a student body of approximately 675 students. The school facility includes, 32 regular education classrooms, a multipurpose room, a newly renovated library with over 12,000 books, one computer lab, psychologist's office, speech and guidance room, special education classroom, Math Intervention room, and a Title I teacher room. All classrooms have access to the Internet. The school is built around a large grassy play area, which provides a park like setting for children to play. A covered lunch area also provides a shady spot for eating lunch or reading books at recess time.

Craig Williams School focuses on teaching the California Standards in the areas of language arts, mathematics, social studies, science, and health. Students are actively involved with independent reading using the Accelerated Reader program. This reading program is a system that tracks students reading growth and encourages students to read at their highest level.

Craig Williams serves students in grades TK-6. Recognizing that student attendance and academic excellence go hand in hand, it is important to reinforce that students attend school every day. The average daily attendance rate at the school was 96.13 percent during the prior school year. Student enrollment is made up of a variety of ethnic backgrounds. The ethnic make-up of the school includes the following: American Indian- 0.54 percent, Asian-4.88 percent, Pacific Islander-1.22 percent, Filipino-3.66 percent, Hispanic 64.5- percent, African-American-19.10 percent, Caucasian-5.83 percent and multiple ethnicities-0.27 percent.

The school has 32 general education teachers, four special education teachers, one math intervention teacher, one Title I teacher, an assistant principal, and a Principal. Other personnel serving the school include a psychologist, counselor, two health assistants, a guidance technician/case manager, and two speech and language therapists. All staff members meet the credential requirements of the State of California.

Staff development activities are essential for maintaining excellence in education for every student. That is why the District provided more than 200 hours of staff development activities for teachers and classified staff. The emphasis in staff development has been in technology, reading strategies, analyzing data and using it to drive instruction. One hundred percent of the teachers at the school took advantage of district or outside staff development offerings. In addition, we are committed to working with parents so they can help their children. In order to meet this commitment, we offer parent workshops and family nights to encourage parents to play an active role in their student's education.

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	93
Grade 2	100
Grade 3	97
Grade 4	91
Grade 5	134
Grade 6	107
Total Enrollment	740

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	17.6
American Indian or Alaska Native	0.4
Asian	4.6
Filipino	3.6
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	1.2
White	6.1
Two or More Races	2
Socioeconomically Disadvantaged	84.3
English Learners	26.2
Students with Disabilities	11.4
Foster Youth	0.4

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	32	30	588.6
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education - ELA/ELD - Reading Wonders 2017 (Pre-K - 5) McGraw-Hill Education - ELA/ELD - StudySync 2017 (6th)	Yes	0
Mathematics	Great Minds - Eureka Math - 2014 (TK-5) Houghton Mifflin - Go Math! - 2014 (6th)	Yes	0
Science	Houghton Mifflin – CA Science 2007	Yes	0
History-Social Science	HM Harcourt – Social Studies – CA Reflections 2007	Yes	0
Health	HM Harcourt – CA Health/Fitness 2006	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library media center, teachers' lounges, and a teachers' workroom, for students and staff to go for collaboration and research.

The campus has been landscaped and maintained as a park-like atmosphere for students to utilize during PE, recess, and lunch. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational. The covered walkway was recently replaced and the kitchen has been remodeled.

The campus has recently upgraded the teaching technology in each classroom. Students have regular access to wired and mobile computer labs. Each classroom has digital presentation equipment with interactive software. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical			X	The deficiencies noted in this area during the inspection were light tubes out. This inspection was completed during the summer maintenance cycle. Light tubes were replaced as part of the end of summer maintenance routine prior to the start of the school year.
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 Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	26	26	47	48	48	48
Mathematics (grades 3-8 and 11)	20	20	29	29	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	424	98.6	26.18
Male	199	197	98.99	16.75
Female	231	227	98.27	34.36
Black or African American	78	75	96.15	26.67
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	57.14
Filipino	19	19	100	47.37
Hispanic or Latino	272	269	98.9	23.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	8.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	365	359	98.36	23.96
English Learners	151	150	99.34	20.67
Students with Disabilities	54	54	100	3.7
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	429	423	98.6	19.62
Male	199	197	98.99	16.24
Female	230	226	98.26	22.57
Black or African American	78	75	96.15	10.67
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	57.14
Filipino	19	19	100	36.84
Hispanic or Latino	271	268	98.89	18.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100	17.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	364	358	98.35	17.04
English Learners	151	150	99.34	16.67
Students with Disabilities	53	53	100	5.66
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	48	43	62	57	56	54

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.4	28.7	33.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school is an important role. The success of students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children.

Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and participate as parent volunteers. In addition, parents are invited to attend classes held on campus during the day and in the evening. In order to build public confidence, bimonthly newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs. The office may be contacted at 562-804-6540 for further details. Our guidance technician, Nancy Flores, may be contacted for information regarding programs available for families in need.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.4	4.9	3.2	5.8	6.3	4.5	3.8	3.7	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

The safety committee for the school meets several times per year to review and update the safety plan. Members bring concerns to the safety committee so that they may be addressed and all safety concerns dealt with in a timely manner to ensure that the campus is a safe place for students, staff, and parents. The safety plan is reviewed with staff in October each year including who to contact, the role of each member, emergency sweep teams, and evacuation routes. The Safety Plan is reviewed and updated annually by staff and the Safety Committee (SSC/PAC). The school committee approves the plan each year. The plans are submitted to the District Office for review by the Assistant Superintendent and the Sheriff and approved by the Board of Education. The plan was approved by School Site Council in January 2017. The plan will be reviewed and updated as needed throughout the year.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		23		5		24		5	
1	23		4		24		4		23		4	
2	21	1	4		24		4		24		4	
3	24		6		21	1	4		20	1	4	
4	29		4		34			4	29		3	
5	28		4		27		4		33		2	2
6	28	1	4		28	1	1	2	29	1		3

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other	3.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7751	2795	4956	79163
District	N/A	N/A	9143	\$75,922
Percent Difference: School Site and District	N/A	N/A	-59.4	4.2
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-28.1	1.7

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

Types of Services Funded (Fiscal Year 2016-17)

The average daily attendance dollars cited in the table above provide services budgeted from the general fund, including regular classroom instruction and support, special education, counseling, psychology, child welfare and attendance, and program assessment. Title I funds provide supplemental services and resources schoolwide to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Supplemental services and resources for English learners have been funded with EIA and Title III dollars to assist English learners in attaining English proficiency, developing high levels of academic attainment in English, and meeting the same challenging state academic standards as all other students. ASES funds support after-school programming which includes literacy, academic enrichment and safe constructive environment alternatives during non-school hours for students in kindergarten through sixth grade. Caring Connections community services provides supplemental resources to students and families and no cost State Preschool services are available to qualifying families residing throughout the district.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,198	\$48,522
Mid-Range Teacher Salary	\$73,563	\$75,065
Highest Teacher Salary	\$90,274	\$94,688
Average Principal Salary (Elementary)	\$119,421	\$119,876
Average Principal Salary (Middle)		\$126,749
Average Principal Salary (High)	\$141,135	\$135,830
Superintendent Salary	\$219,921	\$232,390
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional development activities are essential to the maintenance of a quality educational program for all students. Staff development is based on the assessed needs of the school personnel. Training opportunities include Common Core State Standards in both language arts and mathematics, NGSS, IEP/SEIS, special education strategies, ELD, and technology integration.

The district has also provided shortened days for schools to use for school-based planning and professional development activities. Additionally, the district has added 60 hours of collaborative planning time throughout the school year. The school-based instructional time and staff development program has addressed technology-based instruction; early literacy, shared decision-making, the utilization of standardized tests in the instructional program, and instruction for targeted and/or underachieving subgroups.