

W.R. Nelson Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	W.R. Nelson Elementary School
Street	14392 Browning Ave.
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7536
Principal	Mindy Smith
E-mail Address	msmith@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/nelson
CDS Code	30-73643-6030704

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

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

Nelson Elementary is a PBIS, public school located in Tustin that provides rigorous and engaging learning experiences for our 480, TK through fifth grade, 21st century learners. We are a schoolwide Title I school committed to implementing best teaching practices to meet the needs of our diverse students. The Nelson student subgroups include 65.6% socioeconomically disadvantaged, 38.9% English Learners, 11.5% Students with Disabilities, 78.7% Hispanic, 7.2% Asian, and 6.6% White students. Our dedicated teaching staff and parents work in relentless pursuit of our mission: We at W.R. Nelson will not rest until all our students' needs are met through high expectations, communication, and collaboration.

Nelson's most significant need for improvement is to support English Learners. This subgroup underperforms in meeting and exceeding standard on local and state assessments. Our focus is providing best tier I instruction by dedicating our resources to improve the effectiveness of integrated and designated ELD instruction and increase student engagement. Nelson will increase in overall reading and writing instruction with a focus on Writer's Workshop training this year. Research shows that effective writing instruction impacts overall literacy success. We have established a strong Professional Development model to support teachers in insuring high levels of instruction and learning. This includes 6, two-hour lab learning opportunities for each grade level team through Momentum in Teaching. Professional development will be differentiated to meet the needs of each teacher and team. The site will fund three grade level collaboration days to enable each grade level team opportunities to observe, plan, and study data to maximize instruction in response to student needs.

During the 2017-18 school year Nelson is committed to the following improvement goals: Nelson English Language Learner (ELL) students will increase in ELA achievement, as measured by the 2018 CAASPP assessment and a 5% increase in students performing at or above grade level on BOY Running Records; Nelson students will increase in achieving standard met on SBAC literacy scores by 5 points on the 2018 CAASPP assessment and demonstrate a 5% increase of students achieving at or above grade level on a local writing assignment between the BOY writing assessment and End of the Year (EOY) assessment.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	73
Grade 2	69
Grade 3	85
Grade 4	97
Grade 5	107
Total Enrollment	541

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.2
Asian	7.9
Filipino	3.5
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0
White	8.7
Two or More Races	1.3
Socioeconomically Disadvantaged	65.2
English Learners	37.2
Students with Disabilities	9.8
Foster Youth	0.2

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	23	22	20	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Foreign Language	Not applicable.		N/A
Health	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Not applicable.		N/A
Science Laboratory Equipment (grades 9-12)	Not applicable.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The 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.

Nelson School was built in 1965 with additional improvements made in subsequent years. District maintenance and grounds personnel provide for the repair of the facilities and care of the school grounds. Recent projects include front office remodel and carpet installation school wide. The school has a state-approved asbestos abatement plan available for review in the school office. Nelson students, staff and parents are proud of their school and campus beautification efforts. A current fundraising drive will provide chain link fence art and additional outdoor seating to enhance the appearance of our campus.

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: 10/31/17				
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			
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: 10/31/17				
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)	48	46	62	62	48	48
Mathematics (grades 3-8 and 11)	29	29	52	52	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	287	285	99.3	46.32
Male	162	162	100	38.89
Female	125	123	98.4	56.1
Black or African American	--	--	--	--
Asian	21	21	100	57.14
Filipino	12	12	100	66.67
Hispanic or Latino	210	208	99.05	41.35
White	32	32	100	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	37.78
English Learners	144	143	99.31	41.96
Students with Disabilities	40	39	97.5	7.69
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	287	286	99.65	28.67
Male	162	162	100	26.54
Female	125	124	99.2	31.45
Black or African American	--	--	--	--
Asian	21	21	100	47.62
Filipino	12	12	100	41.67
Hispanic or Latino	210	209	99.52	22.97
White	32	32	100	46.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	181	180	99.45	21.67
English Learners	144	144	100	21.53
Students with Disabilities	39	38	97.44	7.89
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)	49	56	73	71	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	22.6	48.1	0.9

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)

Nelson students, staff and parents work as a team to strive for academic excellence. Our parent community is involved in advisory and decision making positions through participation in the School Site Council, the English Learner Advisory Committee, monthly coffees with the principal, and the Parent-Teacher Organization (PTO). Our PTO president, Karlos Siqueiros can be reached at (714) 313-1972. PTO meetings provide opportunities for parent training. Parents volunteer their time and talents in the classrooms as tutors and assist teachers and office staff with a myriad of responsibilities. Parents are encouraged to attend Literacy Night, Math Night, Astronomy Night and Science Night. Nelson also offers parenting classes in English and Spanish through the Padres en Accion, a program that engages parents as active volunteers and advocates in their children's lives providing a direct impact in the attitudes and behaviors of their children. Our school Padres en Accion representative is Deborah Carranza. She can be reached at (714) 262-3240. We are committed to continuing our work in building our parent volunteer base with the hiring of an AmeriCorps intern.

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	1.5	0.6	0.4	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 10/16/17

Date Updated and Approved by SSC: 10/16/17

Date Discussed by Staff: 8/17/17

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives. Key elements of the School Safety Plan include the reorganization and labeling of the safety shed items, improving consistency in students wearing school uniform, and improve attendance.

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		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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	17	6	2		18	6	2		22	2	3	
1	28		3		24		3		24		3	
2	27		3		30		3		23		3	
3	25	1	4		32		3		28		3	
4	32		3		27	1	1	2	31		3	
5	30	1		3	27	1	2	1	28	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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.493	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	2.2	N/A
Other	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	\$6,899	\$1,668	\$5,231	\$85,834
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-3.4	3.8
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-20.4	8.3

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

Types of Services Funded (Fiscal Year 2016-17)

Direct school site expenditures covered basic expenditures for teachers, instructional supplies, textbooks, school site administrators, and clerical staff. School expenditures were augmented by various categorical funding sources. This amount covered supplemental reading, math, science and social studies materials, manipulatives, computers, software, and staff development. Expenditures in categorical funds include:

- Title I - Supplemental personnel to provide small group instruction to at risk students. Supplemental instructional materials including technology for at risk students.
- LCFF-EL - Supplemental materials, including technology, and staff to address the needs of at risk students, socioeconomically-disadvantaged students, and English Learners.
- Lottery - These funds are used to purchase instructional materials for the classroom.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	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)

The SBAC targets for reading and writing and current Running Record data are used to guide ongoing Teachers professional development for Balanced Literacy to provide Common Core Standards implementation with technology. Both primary and upper grade teachers have attended grade level specific instruction in a lab classroom format led by Momentum in Teaching. A Connect Coach provides weekly classroom mentoring to fellows or grade levels and supports all staff in the implementation of training. After school JOT sessions and Lesson Study opportunities are open to the entire staff. Nelson is a banking minutes school, so most professional development occurs on early release Wednesdays. Additionally, we have been named a Cotsen and the Art of Teaching school through which seven teachers participate in intense professional development over a two-year span. Our MTSS teacher and paraprofessionals attend professional development led by a District TOSA which includes training in administering reading records and the implementation of Leveled Literacy Intervention kits. We have one new teacher receiving support through a District induction process that includes guidance from a grade-level colleague. The school curriculum team meets monthly to discuss school-wide timelines, data, and systems to support student learning. Teachers are supported during the implementation of instructional technology and Common Core Standards with ongoing collaboration, administrative guidance and resources. The primary focus areas include Reading and Writing Workshop and Designated ELD as determined by CELDT data, running records and SBAC performance indicators. For 2015-16 the school wide professional development focus was Reading Workshop, then 2016-17 and 2017-18 the focus is TUSD Writers.