

Williams Primary Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Williams Primary Elementary School
Street	1404 E St.
City, State, Zip	Williams, CA 95987-0007
Phone Number	(530) 473-2885
Principal	Michelle Jorge
Email Address	mjorge@williams.k12.ca.us
School Website	https://wes.williamsusd.net
County-District-School (CDS) Code	06 61622 6003552

2022-23 District Contact Information

District Name	Williams Unified School District
Phone Number	(530) 473-2550
Superintendent	Sandra Ayón, Ed.D., Superintendent
Email Address	sayon@williams.k12.ca.us
District Website Address	www.williamsusd.net

2022-23 School Overview

About Our School

Williams Primary Elementary School has a positive culture and a staff with a growth mindset. Our school goals are to improve achievement in English Language Arts, Math, and English Language Development, and to increase parent involvement. Progress indicators for achievement are based on the i-Ready assessment. These indicators are monitored 3 times per year. Progress on the annual CAASPP and ELPAC are monitored annually. Progress indicators for parent involvement are attendance at meetings and school functions, and a parent survey.

Schoolwide programs at this site are one-to-one student Chromebooks for blended learning experiences, Illuminate for monitoring assessment data and Sobrato Early Academic Language (SEAL) which is inclusive of all students by creating an environment where children engage collaboratively in rigorous, joyful, content and language-rich learning that supports all learners. To address student socio-emotional needs, we use the PeaceBuilders anti-bullying program and Positive Behavioral Interventions and Supports (PBIS). We also have a schoolwide Reading Intervention program designed to meet the need of ALL learners, from struggling to above grade level.

As the Principal of Williams Elementary School, I am committed to helping all of our students achieve and receive a high quality educational program that will prepare them to be contributing members of society after successfully graduating from high school. Key to completing this goal is getting all stakeholders on board to support our students both while they are in school and while they are home. As a stakeholder, you are encouraged to become an active member of our school community. All of us, working together as a team can create a climate where students can learn, teachers can teach, and we make a difference in the lives of our students.

Michelle Jorge

Principal
Williams Elementary

2022-23 School Overview

School Description and Mission Statement

Mission statement:

The Williams Unified School District, in collaboration with their students, parents, educators, and the community is committed to providing all students with a sense of belonging and a meaningful education that prepares them to be contributing members of a multi-ethnic, multi-cultural society.

Williams is a small, rural farming community approximately 60 miles north of Sacramento. The Williams community has seen a small, but steady housing growth for the past 10 years. Located in our district is a migrant camp which houses farm labor families from mid-April to the end of October each year. The migrant population makes up 13% of our school population, but only about 7% actually live in the migrant camp.

Williams Elementary School's focus is on language and literacy through the Sobrato Early Academic Language model (SEAL). It is through this model that all faculty, Pre-school to the 3rd grade, receive intensive professional development through workshops sessions, coaching, and collaborative planning. We are currently in Year 6 of implementation for TK/ Kindergarten and 1st grade, and Year 5 for Pre-school, Head Start, and the 2nd and 3rd grades. We have implemented several additional programs with the goal of increasing student performance in both reading and math, as well.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	95
Grade 2	91
Grade 3	102
Total Enrollment	400

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	2.0
English Learners	73.5
Foster Youth	0.8
Homeless	11.8
Migrant	11.8
Socioeconomically Disadvantaged	90.3
Students with Disabilities	12.5

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	66.67	47.40	77.55	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.56	1.70	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.40	2.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.56	2.70	4.48	12115.80	4.41
Unknown	4.00	22.22	7.70	12.71	18854.30	6.86
Total Teaching Positions	18.00	100.00	61.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.60	

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

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

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

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw-Hill/Wonders / McGraw-Hill Maravillas	Yes	0
Mathematics	Houghton Mifflin Go Math Houghton Mifflin Go Math Spanish	Yes	0
Science	Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies.	Yes	0
History-Social Science	Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies.	Yes	0

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Library - floor in entry needs attention 106 - Carpet needs replacement 110 - Carpet needs replacement 111 - Blinds needs to be repaired. Carpet needs replacement. 112 - Carpet needs replacement. 116 - Floor needs replacement/linoleum. 117 - Carpet needs replacement. 132 - Carpet needs replacement. ES MPR - Baseboards peeling off walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Office - Bulbs out in RS office, lights out west bank electrical room 102 - Light out in ceiling 105 - Lights/electrical outlet cover broken southwest corner 106 107 - Florescent light bulb out/ceiling 108 - Florescent light bulb out 110 - Florescent bulbs need replacement 113 - Florescent bulb needs replacement. 115 - Florescent bulbs need replacement
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	23	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	9	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	96	95.05	4.95	22.92
Female	48	47	97.92	2.08	21.28
Male	53	49	92.45	7.55	24.49
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	99	94	94.95	5.05	23.40
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	74	71	95.95	4.05	21.13
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	89	86	96.63	3.37	25.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	18	85.71	14.29	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	98	97.03	2.97	13.27
Female	48	47	97.92	2.08	8.51
Male	53	51	96.23	3.77	17.65
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	99	96	96.97	3.03	13.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	15.07
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	89	87	97.75	2.25	14.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	18	85.71	14.29	5.56

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		NT	7.26	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2022-23 Opportunities for Parental Involvement

At Williams Elementary School, parents have several opportunities to get involved in their children's education. Parents can join one of our formal parent organizations like the School Site Council, ELAC, or PTO. WES encourages and supports the participation of parents, teachers, staff members and community members to these meetings. Parents are also encouraged to attend Parent Nights where families learn how to work with their students in the areas of reading or math. Parents of students in the Dual Immersion program work directly with teachers to support student success in the program.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	429	418	120	28.7
Female	212	205	53	25.9
Male	217	213	67	31.5
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	1	16.7
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	408	399	116	29.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	10	8	2	25.0
English Learners	313	308	89	28.9
Foster Youth	3	3	2	66.7
Homeless	58	49	17	34.7
Socioeconomically Disadvantaged	396	385	109	28.3
Students Receiving Migrant Education Services	63	59	19	32.2
Students with Disabilities	71	70	27	38.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.23	7.10	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.93	0.43	5.92	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.00
Female	0.47	0.00
Male	1.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.98	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	0.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	0.00

2022-23 School Safety Plan

Williams Unified School District Comprehensive School Safety Plan has been reviewed and updated by the District Task Force composed of administrators, teachers and classified staff members. The plan has been reviewed by the Williams Police Department. The plan was Board approved November 17, 2022.

The Williams Unified School District Comprehensive School Safety Plan (CSSP) provides a guide to school safety related data and to the procedures administrators and staff must follow in the event of an emergency. The school site's Comprehensive Safe School Plan also includes the Crisis Response Plan (CSP), which documents the steps all employees must know in order to respond quickly and efficiently in the event of a crisis on campus.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated, and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education by March 1st. The contents of the CSSP should include, at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

District Staff uses the Catapult Emergency Management System as a safety communication tool. Staff is able to report an incident, account for students, monitor ongoing communication, ask questions and share pictures through messaging.

Anonymous Reporting links were added to all school and district websites to report the following:

- Bullying: Acts of bullying include verbal, non-verbal, physical or emotional acts against another student either in person or online.
- Tips: Tips can include safety concerns, witnessed acts, or other incidents that would otherwise indicate harm to those in or around the school.

District staff and students participate in quarterly fire drills, twice yearly earthquake drills, one shelter in place drills and one lockdown drills.

Drill dates for school year 22-23:

Fire Drills: September 2022, December 2022, March 2023 & April 2023

Earthquake Drills: October 2022, January 2023

Shelter in Place Drill: November 2022

Lockdown Drill: February 2023

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	22	1	4	
2	23	1	4	
3	20	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	
1	22	2	2	
2	16	5		
3	17	4	2	
Other	19	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,566.81	\$1,431.25	\$6,135.56	\$70,420.91
District	N/A	N/A	\$11,533.74	\$72,162
Percent Difference - School Site and District	N/A	N/A	-61.1	-2.4
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-7.2	-3.6

2021-22 Types of Services Funded

Williams Elementary School provides training for parents and staff, in addition to educational services, to help ensure all students learn and achieve. Included in the academic programs at Williams Elementary School are:

SEAL

Sobrato Early Academic Language model to support all students' language and literacy skills, with a specific focus on English Language Learners. The Sobrato Early Academic Language model is anchored by six research – based foundational components: 1. Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success. 2. Simultaneous academic language and literacy (including bilingual options) 3. Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary. 4. Text rich curriculum and environments that engage children. 5. Language development through academic thematic units based upon science and social studies standards. 6. An affirming learning environment.

Instruction/ Teaching

Teachers meet weekly in Professional Learning Communities using protocols and processes to make data driven decisions and inform instruction regarding student outcomes. Williams Elementary School teachers continue the work of prioritizing content standards, developing yearly pacing guides, and common formative and summative assessments. Their work includes examining priority and supporting standards in ELA, updating and refining pacing guides (scope and sequence), and creating assessments. Teachers also create rubrics to guide student learning and scoring outcomes. Teachers work collaboratively to identify areas of student need, and implement data driven decisions to address those needs.

Social Emotional

Social and Emotional Learning (SEL) is funded through various resources such as site based funds, and district LCAP funds. The focus of SEL is to develop and support the 21st Century skills necessary for all students to be college, career, and community ready upon graduation. Currently, Williams Elementary School uses Second Step to address the social and emotional developmental needs of students. In addition, initiatives such as PeaceBuilders, Positive Behavioral Interventions and Supports (PBIS), and recognition and awards ceremonies are used to support a healthier, positive, and safe learning environment.

Parent Engagement

Parent Engagement is an important aspect of the educational program at Williams Elementary School. Parents have numerous opportunities to participate and be involved at school. Workshops and Parent Nights are also part of the services provided to support parent engagement.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,497	\$46,419
Mid-Range Teacher Salary	\$68,124	\$69,902
Highest Teacher Salary	\$102,155	\$97,912
Average Principal Salary (Elementary)	\$115,097	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$116,972	\$122,212
Superintendent Salary	\$153,520	\$150,971
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

SY 17-18 Full Days 3, Partial Days 31
SY 18-19 Full Days 3, Partial Days 30
SY 19-20 Full Days 4, Partial Days 30
SY 20-21 Full Days 4, Partial Days 30
SY 21-22 Full Days 4, Partial Days 30
SY 22-23 Full Days 4, Partial Days 31

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	35