Williams Primary Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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@williamsusd.net
School Website	https://wes.williamsusd.net
County-District-School (CDS) Code	06 61622 6003552

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 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 Satchel-Pulse SEL Screener, 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

2023-24 School Description and Mission Statement

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 7 of implementation for TK/ Kindergarten and 1st grade, and Year 6 for Pre-school, Head Start, and the 2nd and 3rd grades. We have implemented several additional intervention programs with the goal of increasing student performance in both reading and math, as well.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	96
Grade 2	95
Grade 3	98
Total Enrollment	413

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
Asian	1.2%
Black or African American	1%
Hispanic or Latino	94.7%
Two or More Races	0.2%
White	2.2%
English Learners	73.8%
Homeless	9.2%
Migrant	13.3%
Socioeconomically Disadvantaged	88.6%
Students with Disabilities	12.1%

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)	19.50	95.12	57.10	87.76	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.88	3.00	4.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.30	2.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.10	3.33	11953.10	4.28
Unknown	0.00	0.00	1.40	2.24	15831.90	5.67
Total Teaching Positions	20.50	100.00	65.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

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	August 2023

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		116 - Floor needs replacement linoleum 112, 132, 103 - Carpet needs to be replaced W. Boys Restroom - Ceiling has a tear in the sheet rock
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		113, 112, 107, 108 - 2 fluorescent light bulbs are burnt out 119 - Several fluorescent bulbs burnt out, electrical outlet cover broken 134, 135 - Several fluorescent bulbs burnt out 104 - Fluorescent light bulbs are burnt out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			101, 102, 105 - Aerator for sink faucet is clogged
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			110 - East lower skirt is rotten 116 - South lower skirt is rotten 112 - Past skirt is rotten 101, 102 - Outside lower panel is rusted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	109A - Fencing on west side needs to be repaired 128 - Playground barriers broken

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	22	24	27	47	46
Mathematics (grades 3-8 and 11)	13	20	9	11	33	34

2022-23 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	99	97	97.98	2.02	21.65
Female	57	56	98.25	1.75	17.86
Male	42	41	97.62	2.38	26.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	94	93	98.94	1.06	21.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	69	98.57	1.43	20.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	91	97.85	2.15	18.68
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	19	18	94.74	5.26	11.11

2022-23 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	99	96	96.97	3.03	19.79
Female	57	56	98.25	1.75	14.29
Male	42	40	95.24	4.76	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	94	92	97.87	2.13	19.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	68	97.14	2.86	13.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	90	96.77	3.23	16.67
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	19	18	94.74	5.26	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.

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			7.26	7.67	29.47	30.29

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, 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

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.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	428	105	24.5
Female	224	221	53	24.0
Male	214	207	52	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	2	33.3
Black or African American	5	4	2	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	414	405	96	23.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	9	9	4	44.4
English Learners	327	320	73	22.8
Foster Youth	1	1	1	100.0
Homeless	54	46	12	26.1
Socioeconomically Disadvantaged	395	385	98	25.5
Students Receiving Migrant Education Services	66	63	21	33.3
Students with Disabilities	74	74	22	29.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.93	0.91	0.43	5.92	4.59	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91	0
Female	0	0
Male	1.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.31	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.7	0

2023-24 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 approved by the Elementary School Site Council October 19, 2023.

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 question's 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.

2023-24 School Safety Plan

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 23-24:
Fire Drills: September 2023, December 2023, March 2024 & April 2024
Earthquake Drills: October 2023, January 2024
Shelter in Place Drill: November 2023
Lockdown Drill: February 2024

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.

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	2
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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	0
1	21	1	3	0
2	22	0	4	0
3	20	4	1	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	1	0	0

2022-23 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

2022-23 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	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$9,076.45	$1,522.04	$7,554.41	$76,390.41
District	N/A	N/A	$12,295.62	$74,414
Percent Difference - School Site and District	N/A	N/A	-47.8	5.7
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	13.6	4.5

Fiscal Year 2022-23 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 Grade Level Teams 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 the Satchel-Pules SEL Screener and 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,922	$47,616
Mid-Range Teacher Salary	$70,168	$75,580
Highest Teacher Salary	$105,220	$100,485
Average Principal Salary (Elementary)	$118,549	$114,067
Average Principal Salary (Middle)	$0	$123,622
Average Principal Salary (High)	$120,481	$125,386
Superintendent Salary	$174,800	$157,977
Percent of Budget for Teacher Salaries	31.58%	27.82%
Percent of Budget for Administrative Salaries	6.11%	5.78%

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
SY 23-24 Full Days 3, Partial Days 32

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	34	35	35