

Williams Upper Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Williams Upper Elementary School
Street	300 Eleventh St.
City, State, Zip	Williams, Ca, 95987
Phone Number	530-473-5304
Principal	Veronica Michael
Email Address	vmichael@williams.k12.ca.us
School Website	https://wue.williamsusd.net
County-District-School (CDS) Code	06616220118729

2021-22 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

2021-22 School Overview

It is the mission of the Williams Upper Elementary School to ensure full access to learning. All students will practice communication, collaboration, critical thinking and creativity daily.

Williams Upper 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 the 3 diagnostic assessment windows. The results are analyzed each trimester to measure growth and also to identify areas that need more support. 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 include: one-to-one student laptops for blended learning experiences, Renaissance Learning for monitoring assessment data, PLCs for teacher collaboration, and Sobrato Early Academic Language (SEAL). WUES strives to create an environment where children engage together in rigorous, joyful, content and language-rich learning. WUES staff work to help all learners through PBIS and on-going on-site professional development for teachers. We also have a schoolwide Reading Intervention/Incentive program designed to meet the need of ALL learners, from those who are struggling to those students who are above grade level.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	100
Grade 5	102
Grade 6	109
Total Enrollment	311

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	1
Hispanic or Latino	95.8
White	3.2
English Learners	73
Homeless	11.9
Socioeconomically Disadvantaged	90.4
Students with Disabilities	13.2

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

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

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)	11.7	100.0	47.4	77.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.7	2.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	1.4	2.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	2.7	4.5	12115.8	4.4
Unknown	0.0	0.0	7.7	12.7	18854.3	6.9
Total Teaching Positions	11.7	100.0	61.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
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)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This academic year has seen the introduction of 2 new adoptions for Williams Upper Elementary School. Benchmark Advance is the English Language Arts adoption. This series is very high interest and uses many primary sources to provide engaging instruction. The format is made up of several workbooks that can be annotated by the students as they work through the material. This format is very different from the traditional textbook format and allows for the student to fully interact with the text. The other new adoption is being introduced in the 4th and 5th grades. Reveal math is a colorful, high interest series that steps away from the traditional math text. This series uses fewer problems, but asks the students to think deeper about their solution strategies.

Year and month in which the data were collected

12-7-21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00%
Mathematics	McGraw-Hill Reveal Math (4th and 5th) 6th Grade - CPM Math - adopted 2016	Yes	0.00%
Science	Houghton-Mifflin CA Science	Yes	0.00%
History-Social Science	Social Studies Weekly	No	0.00%
Foreign Language	N/A		0.00%
Health	N/A		0.00%
Visual and Performing Arts	N/A		0.00%
Science Laboratory Equipment (grades 9-12)	N/A		0.00%

School Facility Conditions and Planned Improvements

The school is ranked fair with a rating of 89.00% and a total number of 25 areas evaluated.

Year and month of the most recent FIT report

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			all rated OK in good repair
Interior: Interior Surfaces		X		Office- ceiling in bathroom needs paint Computer lab- ceiling tiles damaged Teachers' lounge- damage found on wall under clock 206-ceiling tiles broken
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			all rated OK in good repair

School Facility Conditions and Planned Improvements

Electrical		X	201- lights out south mid ceiling 203- florescent bulbs out 205- florescent lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	213- restroom linoleum needs to be replaced 215, 216, and 218 restroom linoleum needs to be replaced
Safety: Fire Safety, Hazardous Materials	X		all rated OK in good repair
Structural: Structural Damage, Roofs	X		all rated OK in good repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X Office - Entrance door paint chipped Computer Lab - Paint chipped on doors and frames leading to quad. Teacher's lounge - Paint chipped on exterior door and frame. 201 - Chipped paint on door 202 - Door has chipped paint, needs painting 203 - Door paint chipped 204 - Door has chipped paint, needs painting 205 - Door has chipped paint, needs painting 206 - Door chipped and needs re-painting 207 - Door needs paint 208 - Doors need re-painting Boys N. Bathroom - Doors need re-painting Girls N. Bathroom - Doors need re-painting Boys S. Bathroom - Doors need re-painting Girls S. Bathroom - Doors need re-painting 210- Ramp needs paint, exterior paint peeling 211 - Ramp needs paint, exterior paint peeling 212 - Door is bent and needs replacement, ramp needs repainting 213 - Ramp needs to be repainted 214- Ramp needs to be repainted

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	5	1.59	98.41	--
Female	150	1	0.67	99.33	--
Male	165	4	2.42	97.58	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	300	5	1.67	98.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	226	3	1.33	98.67	--
Foster Youth	0	0	0	0	0
Homeless	78	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	288	5	1.74	98.26	--
Students Receiving Migrant Education Services	34	0	0	100	--
Students with Disabilities	45	5	11.11	88.89	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	4	1.27	98.73	--
Female	150	1	0.67	99.33	--
Male	165	3	1.82	98.18	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	300	4	1.33	98.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	226	2	0.88	99.12	--
Foster Youth	0	0	0	0	0
Homeless	78	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	288	4	1.39	98.61	--
Students Receiving Migrant Education Services	34	0	0.00	100.00	--
Students with Disabilities	45	4	8.89	91.11	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance STAR Reading/Math Student Groups	Renaissance STAR Reading/Math Total Enrollment	Renaissance STAR Reading/Math Number Tested	Renaissance STAR Reading/Math Percent Tested	Renaissance STAR Reading/Math Percent Not Tested	Renaissance STAR Reading/Math Percent At or Above Grade Level
All Students	309	305	99%	1%	77%
Female	145	145	100%	0%	28%
Male	160	160	100%	0%	23%

American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100%	0%	33%
Black or African American	1	1	100%	0%	100%
Filipino	0	0	0	0	0
Hispanic or Latino	291	291	100%	0%	24%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	10	10	100%	0%	50%
English Learners	221	221	100%	0%	42%
Foster Youth	1	1	100%	0%	0%
Homeless	36	36	100%	0%	11.00%
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	270	100%	0%	26%
Students Receiving Migrant Education Services	38	38	100%	0%	11%
Students with Disabilities	45	45	100%	0%	2%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Renaissance STAR Reading/Math Student Groups	Renaissance STAR Reading/Math Total Enrollment	Renaissance STAR Reading/Math Number Tested	Renaissance STAR Reading/Math Percent Tested	Renaissance STAR Reading/Math Percent Not Tested	Renaissance STAR Reading/Math Percent At or Above Grade Level
All Students	309	305	99%	1%	15%
Female	145	145	100%	0%	11%
Male	164	160	98%	2%	19%
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100%	0%	67%
Black or African American	1	1	100%	0%	0%
Filipino	0	0	0	0	0
Hispanic or Latino	291	291	100%	0%	15%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	10	10	100%	0%	0%
English Learners	221	221	100%	0%	12%
Foster Youth	1	1	100%	0%	0%

Homeless	36	36	100%	0%	11%
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	270	100%	0%	16%
Students Receiving Migrant Education Services	38	38	100%	0%	16%
Students with Disabilities	45	45	100%	0%	2%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	58	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	100	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	74	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The school does the following to increase parent involvement:

1. Sneak a Peek before the school year begins
2. Back to School Night
3. Monthly Good Citizen assemblies
4. Open House in the spring
5. Migrant parents meet 6 times per year at the district and site level
6. Monthly calendars from the office, school website, parent letters, and SST meetings to keep parents informed and involved in their child's education
7. Associated Student Body will work collaboratively to enhance school programs and facilities
8. Parent Trainings will be held at all grade levels
9. Updates and school news to be sent home on a regular basis
10. California Association for Bilingual Education (CABE) Parents are invited to attend and the district subsidizes their participation.
11. Volunteerism for fundraising
12. School Site Council (SSC)
13. Parent focus groups to help develop and support mission and vision of WUSD
14. Parent Teacher Organization
15. English Learner Advisory Committee (ELAC)

All interested parents are invited to attend these meetings. Their suggestions and/or feedback are solicited, encouraged and welcomed.

School Site Council meets quarterly to evaluate and revise the Single School Plan.

English Learner Advisory Committee meets to evaluate the English Language development programs.

PTO-Parent Teacher Organization meets quarterly during the school year to discuss fundraising for new and ongoing projects, the sale of spirit wear, seasonal festivals etc.

Brown and Gold club provides community support in financing WUSD athletic programs and to rally spirit within the community in support of students and athletics.

WUES is fortunate to have many bilingual staff members which facilitates clear communication with our Spanish speaking parents and students.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	321	115	35.8
Female	157	154	49	31.8
Male	168	167	66	39.5
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	311	307	110	35.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	10	10	3	30.0
English Learners	235	232	75	32.3
Foster Youth	0	0	0	0.0
Homeless	46	44	15	34.1
Socioeconomically Disadvantaged	298	294	108	36.7
Students Receiving Migrant Education Services	47	45	19	42.2
Students with Disabilities	48	48	21	43.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.59	0.00	6.54	0.43	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.31	7.10	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Williams Unified School District comprehensive school safety plan was last approved February 25, 2020.

Our mission, when faced with an emergency, is outlined below: A. Protect lives and property. B. Mitigate the effects. C. Respond promptly and properly. D. Provide emergency response plans, services and supplies for all facilities and employees. E. Coordinate the use of school personnel and facilities within the school and with other agencies as needed. F. Restore normal services as quickly as possible. G. Provide detailed and accurate documentation to aid in the recovery process. H. Ensure procedures and resources are in place to provide timely and accurate information to the entire school community.

Our District has expanded the safety program to include the Standard Response Protocol (SRP) for use during emergency situations, which is based on these four actions: Lockdown, Secure the Perimeter, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

In addition to the Standard Response Protocol, 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 or more shelter in place drills and one or more lockdown drills.

Drill dates for school year 21-22:

Fire Drills: September 16, 2021, December 8, 2021, March 16, 2022 & April 28, 2022

Earthquake Drills: October 14, 2021, January 26, 2022

Shelter in Place Drill: November 17, 2021

Lockdown Drill: February 9, 2022

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4	28		24	
5	28		27	
6	27		24	

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				
1				
2				
3				
4	25		20	
5	28		20	
6	29		20	

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				
1				
2				
3				
4	20	12	12	
5	21	8	12	
6	27		16	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,707.70	\$522.00	\$6,185.70	\$65,218.05
District	N/A	N/A	\$12,358.94	\$70,764
Percent Difference - School Site and District	N/A	N/A	-66.6	-8.2
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-30.9	-9.3

2020-21 Types of Services Funded

Second Step
 ASES
 Music

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$45,813
Mid-Range Teacher Salary	\$68,124	\$70,720
Highest Teacher Salary	\$102,155	\$93,973
Average Principal Salary (Elementary)	\$110,513	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$112,314	\$120,270
Superintendent Salary	\$153,520	\$150,704
Percent of Budget for Teacher Salaries	31%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

SY 19-20 4 full days, 30 partial days
 SY 20-21 4 full days, 30 partial days
 SY 21-22 4 full days, 30 partial days

The 21-22 school year professional develop initiatives include: The Write Tools and Sobrato Early Academic Language (SEAL). These are a continuation of the previous year's professional development. PBIS professional development will be forthcoming in the new year.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34

Williams Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	714	13	1.82	98.18	38.46
Female	331	2	0.60	99.40	--
Male	383	11	2.87	97.13	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	686	13	1.90	98.10	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	0	0.00	100.00	--
English Learners	422	5	1.18	98.82	--
Foster Youth	--	--	--	--	--
Homeless	168	2	1.19	98.81	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	642	13	2.02	97.98	38.46
Students Receiving Migrant Education Services	66	0	0.00	100.00	--
Students with Disabilities	96	13	13.54	86.46	38.46

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	714	12	1.68	98.32	33.33
Female	331	2	0.60	99.40	--
Male	383	10	2.61	97.39	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	686	12	1.75	98.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	0	0.00		--
English Learners	422	4	0.95	99.05	--
Foster Youth	--	--	--	--	--
Homeless	168	2	1.19	98.81	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	642	12	1.87	98.13	33.33
Students Receiving Migrant Education Services	66	0	0.00	100.00	--
Students with Disabilities	96	12	12.50	87.50	33.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

