

WILLIAMS UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL BOARD MEETING

5:30 p.m., Tuesday, January 21, 2020

College & Career Center
260 Eleventh Street, Williams, CA

A G E N D A

1.0 CALL TO ORDER TIME: ____ PM

2.0 ROLL CALL

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Action _____ Motion _____ Second _____ Ayes _____ Noes _____

Roll Call: Abstain _____ Absent _____

Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION – Anyone wishing to address the Board on any school-related item scheduled on the agenda may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit 3 minutes per speaker and 20 minutes per item.

6.0 ACTION ITEMS – NEW BUSINESS – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

6.1 (p. 5) Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Elementary School.

Action _____ Motion _____ Second _____ Ayes _____ Noes _____

Roll Call: Abstain _____ Absent _____

Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

6.2 (p. 21) Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Upper Elementary School.

Action _____ Motion _____ Second _____ Ayes _____ Noes _____

Roll Call: Abstain _____ Absent _____

Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

6.3 (p. 40) Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Jr/Sr High School.

Action _____ Motion _____ Second _____ Ayes _____ Noes _____

Roll Call: Abstain _____ Absent _____

Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

6.4 (p. 62) Consideration and possible action concerning the approval of the School Accountability Report Card for Mid Valley High (Continuation).

Action _____ Motion _____ Second _____ Ayes _____ Noes _____

Roll Call: Abstain _____ Absent _____

Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

7.0 DISCUSSION ITEMS

7.1 Study Session on Site and District Data

8.0 ADJOURNMENT**TIME: ____ PM****Action _____ Motion _____ Second _____ Ayes _____ Noes _____****Roll Call: Abstain _____ Absent _____**Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Williams Unified School District encourages those with disabilities to participate fully in the public meeting process. If you require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting, you should notify the Superintendent's office in writing prior to the regular meeting so that every reasonable effort can be made to accommodate you.

Agenda Documents: As required in SB 343, agenda documents distributed to the Board less than 72 hours before the meeting are available for public inspection at the District Administration Building located at 499 Marguerite Street, Suite C, Williams, California.
THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE February 20, 2020 at 6:30 PM.

Posted: January 17, 2020

DISTRITO ESCOLAR UNIFICADO DE WILLIAMS

REUNIÓN ESPECIAL DEL CONSEJO DIRECTIVO

Martes 21 de enero de 2020 a las 5:30 p.m.

Centro Universitario y Profesional

260 Eleventh Street, Williams, CA

AGENDA

1.0 LLAMADO AL ORDEN

HORA: ____ PM

2.0 LISTA DE ASISTENTES

3.0 JURAMENTO DE LEALTAD

4.0 APROBACIÓN DE LA AGENDA

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / Lopez ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

5.0 DISCUSIÓN PÚBLICA DE AUDIENCIA/VISITANTES - Cualquier persona que desee dirigirse al Consejo sobre cualquier tema relacionado con la escuela programada en la agenda puede hacerlo en este momento. Por favor diga su nombre y apellido. La reunión está siendo grabada y todos los comentarios están siendo registrados. El Consejo Directivo limita por norma a 3 minutos de exposición por persona y 20 minutos por tema.

6.0 ARTÍCULOS DE ACCIÓN - ASUNTOS NUEVOS - El protocolo para los artículos de acción incluye una presentación del personal, preguntas del Consejo Directivo, contribución del público, cierre de la contribución del público, deliberación del Consejo Directivo, y votación del Consejo Directivo. Durante la contribución del público habrá un tiempo límite de 3 minutos por persona.

6.1 (p. 5) Consideración y posible acción respecto a la aprobación del Informe de Responsabilidad Escolar de la Escuela Primaria Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

6.2 (p. 21) Consideración y posible acción respecto a la aprobación del Informe de Responsabilidad Escolar de la Escuela Primaria Superior Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

6.3 (p. 40) Consideración y posible acción respecto a la aprobación del Informe de Responsabilidad Escolar de la Escuela Secundaria Intermedia y Preparatoria Williams.

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

6.4 (p. 62) Consideración y posible acción respecto a la aprobación del Informe de Responsabilidad Escolar de la Escuela Mid Valley High (Continuación).

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

7.0 ARTÍCULOS DE DISCUSIÓN

7.1 Sesión de estudio sobre el sitio y los datos del distrito

8.0 SUSPENSIÓN HORA: ____ PM

Acción _____ Moción _____ Apoyada _____ Sí _____ No _____
 Lista de Asistentes: Abstuvo _____ Ausente _____
 Leos-Vera ☐ si ☐ no / Lopez ☐ si ☐ no / Mora ☐ si ☐ no / GW Simmons ☐ si ☐ no / Vaca ☐ si ☐ no

El Distrito Escolar Unificado de Williams, sirviendo a Individuos con Necesidades Especiales en conformidad con la Ley para estadounidenses con discapacidades, alienta a aquellos con discapacidades a participar plenamente del proceso de reunión pública. Si usted necesita acomodaciones o modificaciones relacionadas a su discapacidad, incluyendo asistencia y servicios auxiliares para poder participar en la reunión del Consejo Directivo, debe notificar por escrito a la oficina del Superintendente antes de la reunión regular para poder llevar a cabo todo esfuerzo razonable para acomodar sus necesidades.

Documentos de la Agenda: Como se requiere en SB 343, los documentos de la agenda distribuidos al Consejo Directivo con 72 horas de antelación a la reunión estarán disponibles para su inspección pública en el Edificio Administrativo del Distrito ubicado en 499 Marguerite Street, Suite C, Williams, California. LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ el 20 de febrero de 2020 a las 6:30 PM.

Publicado: 17 de enero de 2020

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Amanda Zimmerman, Elementary Principal

Principal, Williams Primary Elementary

About Our School

As the new Principal of Williams Elementary School, I am both excited and honored to become a member of this great school community. Over the past month I have had the opportunity to learn about the school from leadership, staff, parents, and students. I am humbled by a shared purpose which guides our team: a relentless commitment to putting children at the center of our work in education.

For the past ten years, I have worked to educate students ranging from preschool to post-secondary. Over the course of my career, I have been a teacher, lecturer, and administrator, but the role I consider most important is that of a child advocate. My commitment to rigorous, high-leverage instruction coupled with my passion for social justice drives my educational philosophy. I am eager to bring my skills to Williams Elementary and work to ensure our students success. With that in mind, you are invited to be an active participant at Williams Elementary School. Whether you are a classroom volunteer, a member of the PTO, special event participation, or a member of our many school committees, you are encouraged to be involved! Research on schools clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of academic success for their child.

It is with a strong commitment that I am joining Williams Elementary and am looking forward to leading and learning together as a community.

Amanda Zimmerman

Principal

Williams Elementary

Contact

Williams Primary Elementary
1404 E St.
Williams, CA 95987-0007

Phone: 530-473-2885
Email: azimmerman@williams.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)		School Contact Information (School Year 2019—20)	
District Name	Williams Unified	School Name	Williams Primary Elementary
Phone Number	(530) 473-2550	Street	1404 E St.
Superintendent	Edgar Lampkin	City, State, Zip	Williams, Ca, 95987-0007
Email Address	elampkin@williams.k12.ca.us	Phone Number	530-473-2885
Website	www.williamsusd.net	Principal	Amanda Zimmerman, Elementary Principal
		Email Address	azimmerman@williams.k12.ca.us
		Website	www.williamsusd.net
		County-District-School (CDS) Code	06616226003552

Last updated: 1/9/2020

School Description and Mission Statement (School Year 2019—20)

Mission statement:

At Williams Elementary, we cultivate a vibrant community dedicated to nurturing the whole child in a respectful, supportive environment while ensuring rigorous, language rich academic instruction in a bilingual setting.

Williams is a small, rural farming community approximately 60 miles north of Sacramento. there are several new housing projects proposed, but due to the housing crisis, none are being developed at this time. 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 camp.

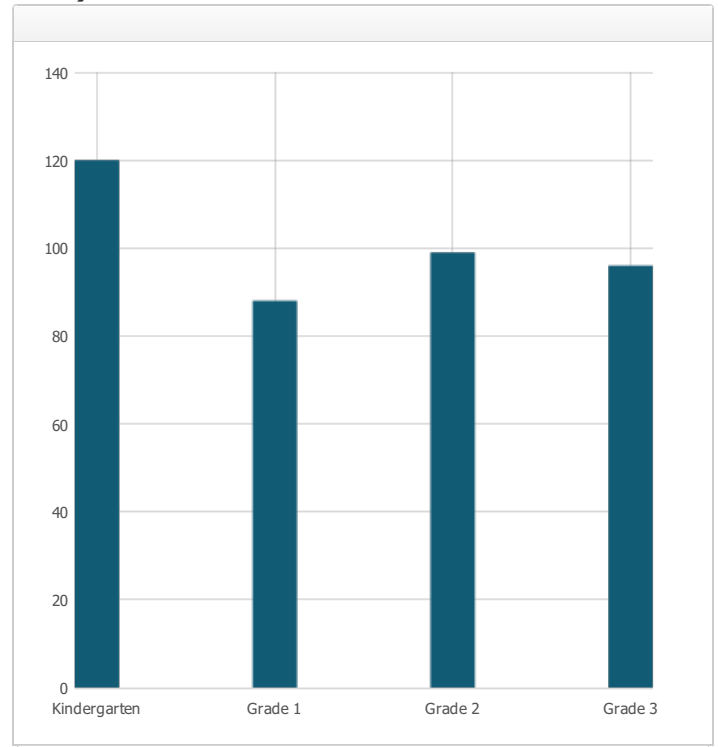
Williams Elementary School's focus is on language and literacy through the Sobrato Early Academic Language model (SEAL). It is through this model that all faculty, Pre-school to the 3rd grade, receive intensive professional development through workshops sessions, coaching, and collaborative planning. We are currently in Year 3 of implementation for Kindergarten and 1st grade, and Year 2 for Pre-school, Head Start, Dual Immersion - Spanish Transitional Kindergarten, Dual Immersion - Spanish Kindergarten, and the 2nd and 3rd grades.

2018

Last updated: 1/9/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	120
Grade 1	88
Grade 2	99
Grade 3	96
Total Enrollment	403



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	0.70 %
Asian	0.70 %
Filipino	%
Hispanic or Latino	94.50 %
Native Hawaiian or Pacific Islander	%
White	2.50 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.10 %
English Learners	73.00 %
Students with Disabilities	8.20 %
Foster Youth	0.70 %
Homeless	8.90 %

A. Conditions of Learning

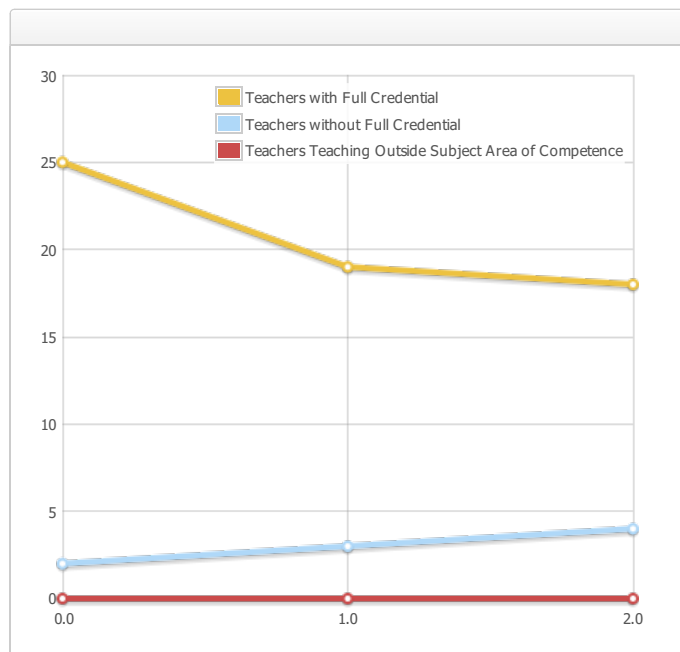
State Priority: Basic

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

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

Teacher Credentials

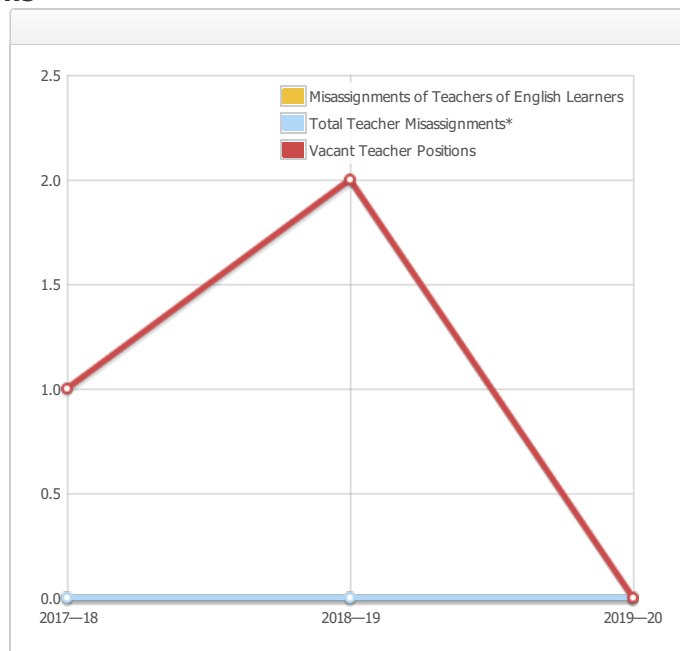
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	25	19	18	62
Without Full Credential	2	3	4	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	0



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

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

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Learning Dynamics Reading Books & consummable workbooks McGraw-Hill/Wonders	Yes	0.00 %
Mathematics	Houghton Mifflin Go Math Houghton Mifflin Go Math Spanish	Yes	0.00 %
Science	Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies.		0.00 %
History-Social Science	Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies.		0.00 %
Foreign Language	McGraw-Hill Maravillas	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2020

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.

Last updated: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>Library 2 broken ceiling tiles. Repair in process.</p> <p>Room 106 Sink needs cleaning/backsplash needs re-attachment. Repair complete.</p> <p>Room 112 Needs exterior paint, 2 broken ceiling tiles. Repair in process.</p> <p>Room 133 Cord hanging from ceiling. Repair complete.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<p>Room 102 Sink needs cleaning/scouring. Repair complete.</p> <p>Room 103 Sink needs cleaning/stains removed. Repair complete.</p> <p>Room 117 Toilet running continuously. Repair complete.</p> <p>Room 130 Drinking fountain is loose. Repair complete.</p> <p>Room 131 Drinking fountain is loose. Repair complete.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Room 105 Fire extinguisher needs service/tag. Service requested in School Dude Maintenance system.</p> <p>Room 107 Fire extinguisher needs current tag. Service requested in School Dude Maintenance system, in process.</p>
Structural: Structural Damage, Roofs	Good	<p>Room 114 Dry rot south exterior wall, needs replacement. Repair complete.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>Rooms 111 and 113 need exterior paint. Repairs in process.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	25.0%	20.0%	25.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	18.0%	16.0%	13.0%	38.0%	39.0%

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

Note: 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.

Last updated: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	95	98.96%	1.04%	25.26%
Male	55	55	100.00%	0.00%	23.64%
Female	41	40	97.56%	2.44%	27.50%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	93	93	100.00%	0.00%	24.73%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	84	84	100.00%	0.00%	23.81%
English Learners	78	78	100.00%	0.00%	21.79%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	16.67%
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	95	98.96%	1.04%	17.89%
Male	55	55	100.00%	0.00%	25.45%
Female	41	40	97.56%	2.44%	7.50%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	93	93	100.00%	0.00%	18.28%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	84	84	100.00%	0.00%	17.86%
English Learners	78	78	100.00%	0.00%	16.67%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	16.67%
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/7/2020

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

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 meeting. WES, also provides enrichment classes to parents. These classes help parents better understand the educational system in the United States, empowers parents and builds character and self-esteem. Parents are invited to attend the California Association for Bilingual Education conference (CABE) in order to understand the benefits of have a bilingual education as well as to continue to develop and cultivate their parent engagement knowledge during breakout sessions while at CABE. WES solicited parent involvement and participation during the implementation of the Sobrato Early Academic Language (SEAL) model by transporting parents to visit other schools who have been successful in SEAL implementation. This same practice was also utilized during the introduction and implementation of Dual Immersion. The district in collaboration with the school site has ensured that the school site provide a fully functional parent center to hold meetings where parents provide input to the school on the development of the Single Plan for Student Achievement (SPSA), and the Local Control and Accountability Plan (LCAP) . Parents are also encouraged to participate in the classroom as volunteers. Parent communication is available in both English and Spanish via the school site newsletter (The Buzzer), school website, auto dialers, email and texts.

State Priority: Pupil Engagement

Last updated: 1/13/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.40%	0.70%	3.40%	3.40%	6.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on August 26, 2019.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- 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 19-20:

Fire Drills: August 22, 2019, November 7, 2019, February 28, 2020 and April 28, 2020

Earthquake Drills: September 19, 2019 and January 10, 2020

Shelter in Place Drill: March 21, 2020

Lockdown Drill: October 11, 2019

Last updated: 1/7/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	2	5	
1	22.00		5	
2	22.00		5	
3	22.00		5	
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	6	1	
1	21.00	1	4	
2	21.00	2	3	
3	23.00		5	
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	3	3	
1	18.00	5		
2	20.00	4	1	
3	19.00	5		
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.45
Psychologist	
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	

*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.

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9651.11	\$2319.48	\$7331.63	\$71750.21
District	N/A	N/A	\$9369.99	\$68237.00
Percent Difference – School Site and District	N/A	N/A	-24.41%	4.90%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	-2.36%	9.78%

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

Last updated: 1/7/2020

Types of Services Funded (Fiscal Year 2018—19)

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

Teaching

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 – with support for transitions across systems and levels (including Summer Bridge programs). 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 with books and the printed word, and lead to the appreciation and love of reading and writing. 5. Language development through academic thematic units based upon science and social studies standards. 6. An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.

The SEAL model (staff and parent training, materials, and supplies), is funded through the School Improvement Grant.

Instruction

Achievement Data Teams (ADT) meet after short instructional cycles (approximately every 6 weeks), and 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 a year – at – a – glance, pacing guides, and common formative and summative assessments. Their work includes examining priority and supporting standards in ELA, updating and refining the year – at – a – glance and pacing guides (scope and sequence), and creating reading pre- and post – assessments for each instructional cycle. 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. The ADT system for the professional learning communities work, training, materials, and supplies is funded through the School Improvement Grant.

Organization

Social and Emotional Learning (SEL) is funded through various resources such as the School Improvement Grant, site - based funds, and district LCAP funds. The focus of SEL is to develop and support the skills necessary for all scholars to be college, career, and community ready with 21st Century skills. Currently, Williams Elementary School provides the services of a Learning Support Specialist to address the social and emotional developmental needs of scholars. In addition, initiatives such as Life Skills and Lifelong Guidelines, positive behavioral supports, and recognition and awards ceremonies are used to support a healthier, positive, and safe learning environment.

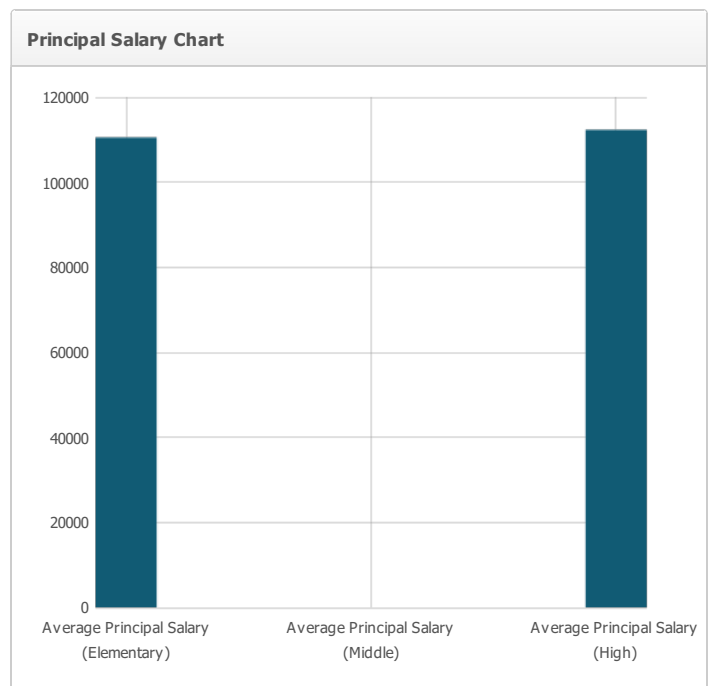
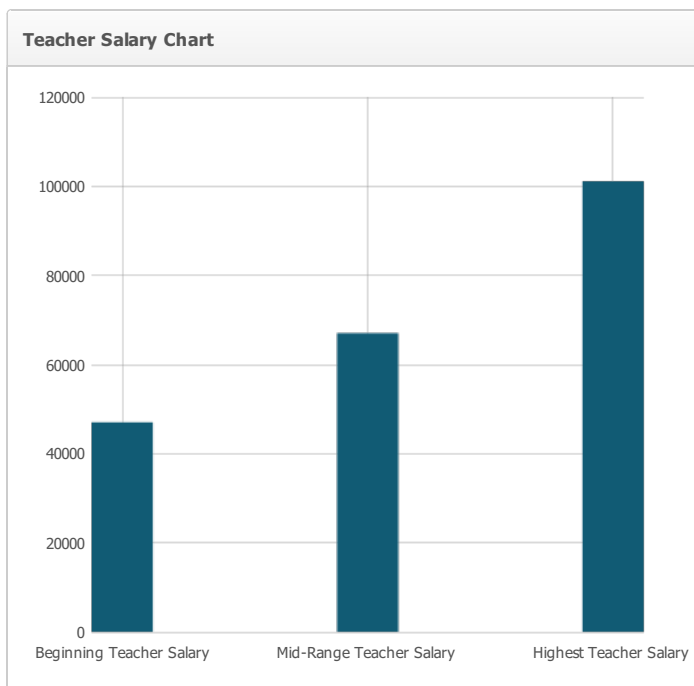
Parent Engagement is an important aspect of the educational program at Williams Elementary School. Parents have numerous opportunities to participate and be involved at school. Workshops are also part of the services provided to support parent engagement. Two programs parents participate in, and receive training, are Family Hui and Project to Inspire.

Last updated: 1/12/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,026	\$43,574
Mid-Range Teacher Salary	\$67,047	\$63,243
Highest Teacher Salary	\$101,141	\$86,896
Average Principal Salary (Elementary)	\$110,513	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$112,314	\$108,954
Superintendent Salary	\$135,000	\$136,125
Percent of Budget for Teacher Salaries	33.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/7/2020

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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	33	34

Last updated: 1/13/2020

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Hector Gonzalez, Principal

Principal, Williams Upper Elementary

About Our School

It is an honor to be a part of the Williams community. Williams is a hidden jewel tucked away in a quiet area 45 minutes north of Sacramento. It provides a perfect setting for children to grow in a small quiet town. Thank you for sharing your children; they are truly a gift to us.

One of our goals at Williams is to serve and nurture all our students. Our teachers work together, interdependently in order to impact their practice in ways that would lead to better results for students, teams, and our school. Our goal is for teachers to engage in collective inquiry to identify essential student learning, create lesson plans, develop assessments, analyze scores and set achievement goals. Our focus is to ensure that our students receive the best instruction from an action oriented team of teachers.

It is my belief that parents are the first teachers of their children, and they play a central role in their child's education. I invite you to participate in open, honest and continuous communication with your child's teachers to ensure a successful home-school partnership. I encourage you to tell our teachers about your child's needs throughout the year.

As principal, it is important for me that my staff, parents and students become partners in this journey that we have embarked upon. It is essential that all of us come to school every day happy and be ready give it our best. A positive attitude will enable us to become problem solvers in a fun, nurturing environment.

The passion and dedication of our PTO has continually impacted instruction in our school. Our PTO is an amazing group of people who commit to focus their time, talents, energies and resources for our children's education and welfare. I encourage you to become an active serving member of our PTO.

Thank you in advance for supporting your child's success at school in the classroom and through our parent organizations. Let's all commit to making a greater effort towards communicating with each other. If I can ever be of assistance, please email or call me.

Contact

*Williams Upper Elementary
300 Eleventh St.
Williams, CA 95987*

Phone: 530-473-5304

Email: hgonzalez@williams.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Williams Unified
Phone Number	(530) 473-2550
Superintendent	Edgar Lampkin
Email Address	elampkin@williams.k12.ca.us
Website	www.williamsusd.net

School Contact Information (School Year 2019—20)	
School Name	Williams Upper Elementary
Street	300 Eleventh St.
City, State, Zip	Williams, Ca, 95987
Phone Number	530-473-5304
Principal	Hector Gonzalez, Principal
Email Address	hgonzalez@williams.k12.ca.us
Website	www.williamsusd.net
County-District-School (CDS) Code	06616220118729

Last updated: 12/18/2019

School Description and Mission Statement (School Year 2019—20)

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.

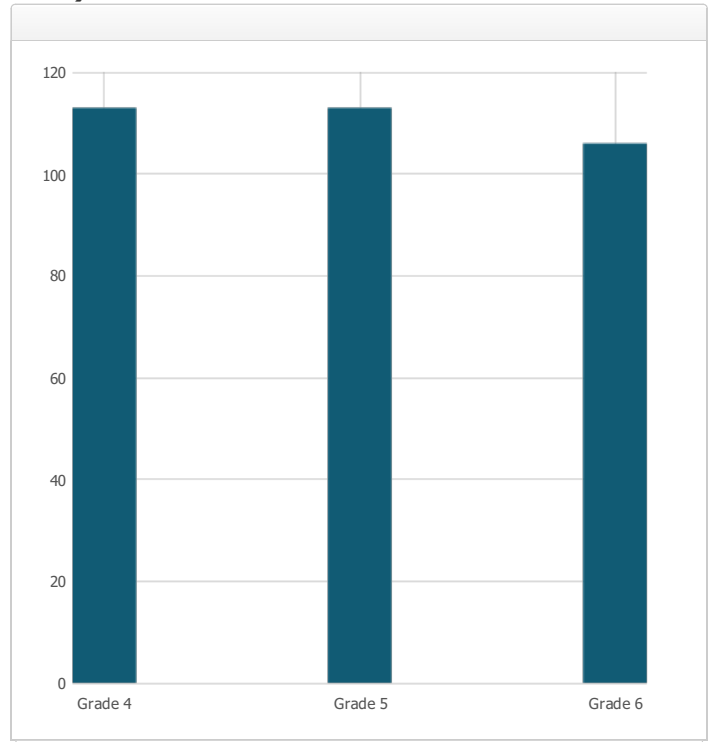
Williams Upper Elementary School has a positive culture and a staff with a growth mindset. Our school goals are to improve achievement in English Language Arts, Math, and English Language Development, and to increase parent involvement. Progress indicators for achievement are the short cycle assessments given within units of study. These indicators are monitored twelve times per year. Progress on the annual CAASPP and CELDT/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 laptops for blended learning experiences, Illuminate for monitoring assessment data, Achievement Data Teams for analyzing assessment data, iLit ELL for literacy and English Language development, anti-bullying program, on going on-site professional development for teachers. We also have a schoolwide Reading Intervention program designed to meet the need of ALL learners, from struggling to above grade level.

Last updated: 1/13/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 4	113
Grade 5	113
Grade 6	106
Total Enrollment	332



Last updated: 12/18/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.30 %
Asian	0.60 %
Filipino	%
Hispanic or Latino	95.80 %
Native Hawaiian or Pacific Islander	%
White	2.70 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.80 %
English Learners	60.20 %
Students with Disabilities	15.10 %
Foster Youth	%
Homeless	4.50 %

A. Conditions of Learning

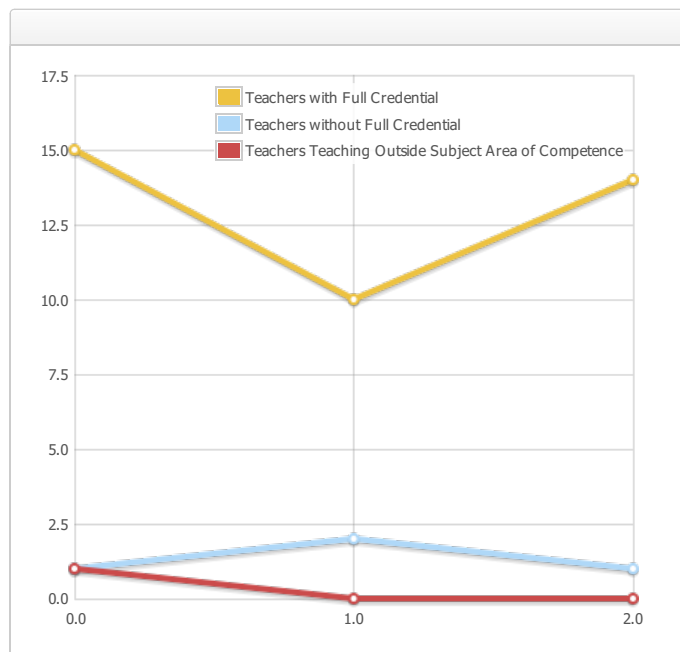
State Priority: Basic

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

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

Teacher Credentials

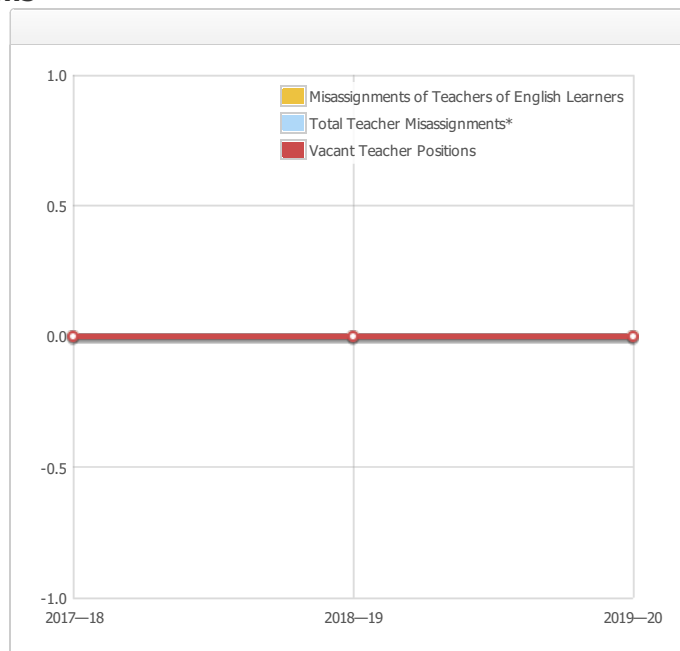
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	15	10	14	62
Without Full Credential	1	2	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin Reading	No	0.00 %
Mathematics	4th/5th - Go Math CA edition - adopted 2014 6th Grade - CPM Math - adopted 2016	Yes	0.00 %
Science	Houghton-Mifflin CA Science	Yes	0.00 %
History-Social Science	4th-5th Grades Scott Foresman: History-Social Science for CA 6th Grade Harcourt: Reflections Ancient Civilizations, CA Edition	No	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2019

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.

Last updated: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	<p>Deficiency in room 218 due to a ceiling tile out of track near door. Repair complete.</p> <p>Deficiency in the Multipurpose Room due to the bathroom floors/kitchen floor needing new coverings. Repair planned for summer 2020.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>Room 205 sink drain needs repair. Repair in process.</p> <p>Room 206 sink drain needs repair. Repair in process.</p>
Safety: Fire Safety, Hazardous Materials	Good	Room 213 Fire extinguisher needs new mount bracket. Repair in process.
Structural: Structural Damage, Roofs	Good	Room 201 roof of main building needs grout in tiles. Repair in process.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>Room 211 weather stripping pulling away from door jam at the bottom. Repair complete.</p> <p>Room 215 door stop broken. Repair complete.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	24%	24%	20%	27%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	20%	11%	16%	18%	38.0%	39.0%

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

Note: 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.

Last updated: 12/18/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	318	99.38%		23.58%
Male	184	183	99.46%		23.50%
Female	136	135	99.26%		23.70%
Black or African American					
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	306	305	99.67%		23.93%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	295	293	99.32%		22.87%
English Learners	276	276	100.00%		23.55%
Students with Disabilities	43	43	100.00%		6.98%
Students Receiving Migrant Education Services	36	36	100.00%		13.89%
Foster Youth	--	--	--		
Homeless	16	15	93.75%	6.25%	6.67%

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

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

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

Last updated: 12/18/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	316	98.75%		11.08%
Male	184	182	98.91%		12.09%
Female	136	134	98.53%		9.70%
Black or African American					
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	306	303	99.02%		10.23%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	295	291	98.64%		8.93%
English Learners	276	274	99.28%		9.85%
Students with Disabilities	43	43	100.00%		2.33%
Students Receiving Migrant Education Services	36	35	97.22%		5.71%
Foster Youth	--	--	--		
Homeless	16	15	93.75%	6.25%	0.00%

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

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

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

Last updated: 12/18/2019

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

California Physical Fitness Test Results (School Year 2018—19)

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
5	10.20%	3.70%	0.90%

Note: 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.

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

The school does the following to increase parent involvement:

1. Back to School Night at the beginning of the school year
2. Monthly Good Citizen assemblies
3. Open House in the spring
4. Migrant parents meet 6 times per year at the district and site level
5. Monthly calendars from the office, school website, parent letters, and SST meetings to keep parents informed and involved in their child's education
6. Associated Student Body will work collaboratively to enhance school programs and facilities
7. Parent Trainings will be held at all grade levels
8. Updates and school news to be sent home on a regular basis
9. CAFE - California Association for Bilingual Education
10. Winter Festival
11. Veterans Day Assembly
12. Stand for the Silent Assembly
13. Trunk or Treat Halloween Festival
14. Christmas tree cutting
15. Rogelio Dance Academy

School Site Council meets each month to evaluate and revise the Single School Plan. All interested parents are invited to attend, and any suggestions and/or feedback are welcome

English Learner Advisory Committee meet to evaluate the English Language development programs. All interested parents are invited to attend

Parent Club/Organizations:

PTO-Parent Teacher Organization

This is an active, volunteer club which meets monthly during the school year to discuss spirit days, fundraising for new playground equipment, Shady Creek Science trip, classroom supplies and materials, etc.

Brown and Gold:

The purpose of the foundation shall be to encourage community support in financing athletic programs in the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and students.

State Priority: Pupil Engagement

Last updated: 1/13/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

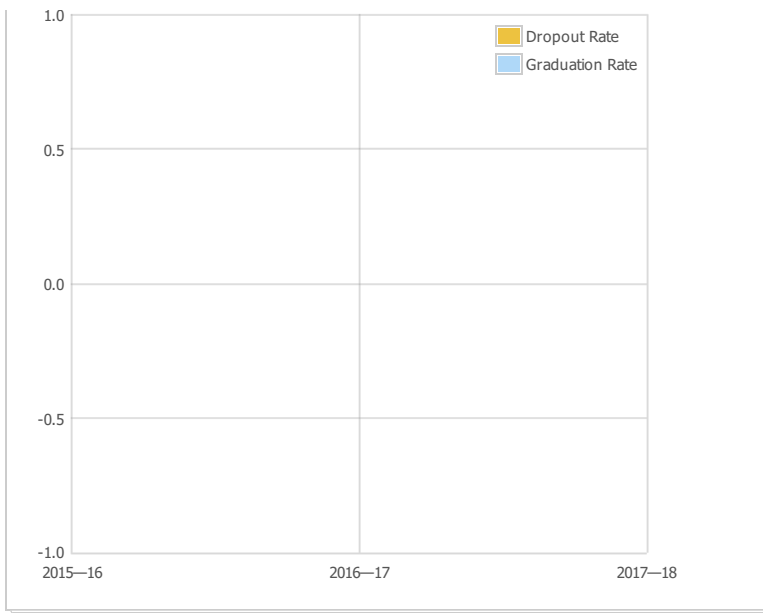
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	2.20%	9.70%
Graduation Rate	--	94.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	1.90%	2.90%	9.10%	9.60%
Graduation Rate	--	--	95.10%	94.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/18/2019

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.60%	4.30%	6.60%	3.40%	3.40%	6.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on August 26, 2019.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- 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 19-20:

Fire Drills: August 22, 2019, November 7, 2019, February 28, 2020 and April 28, 2020

Earthquake Drills: September 19, 2019 and January 10, 2020

Shelter in Place Drill: March 21, 2020

Lockdown Drill: October 11, 2019

Last updated: 1/7/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	22.00		24	
5	28.00		20	
6	30.00		17	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	23.00		25	
5	25.00		20	
6	27.00		20	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	28.00		24	
5	28.00		27	
6	27.00		24	
Other**				

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.75
Other	

*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.

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6695.91	\$638.83	\$6057.08	\$66970.40
District	N/A	N/A	\$9369.99	\$68237.00
Percent Difference – School Site and District	N/A	N/A	-42.95%	-1.89%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	-21.37%	3.34%

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

Last updated: 1/10/2020

Types of Services Funded (Fiscal Year 2018—19)

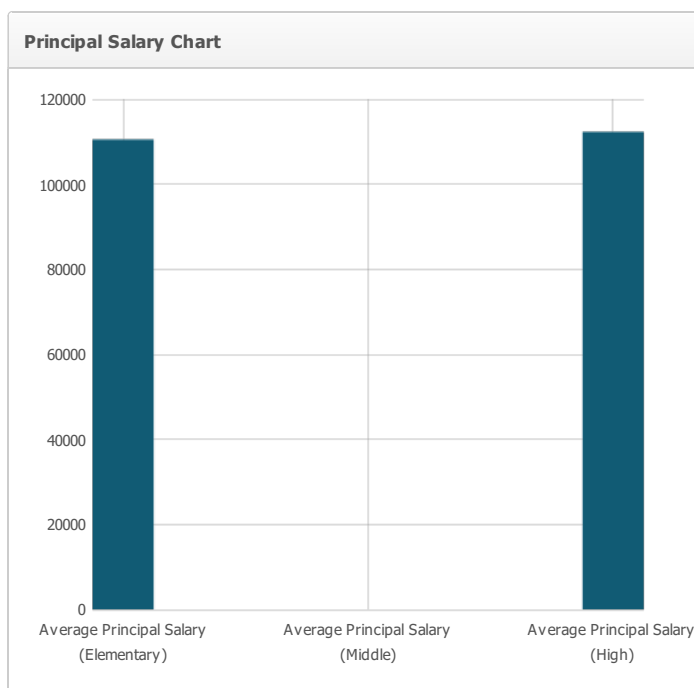
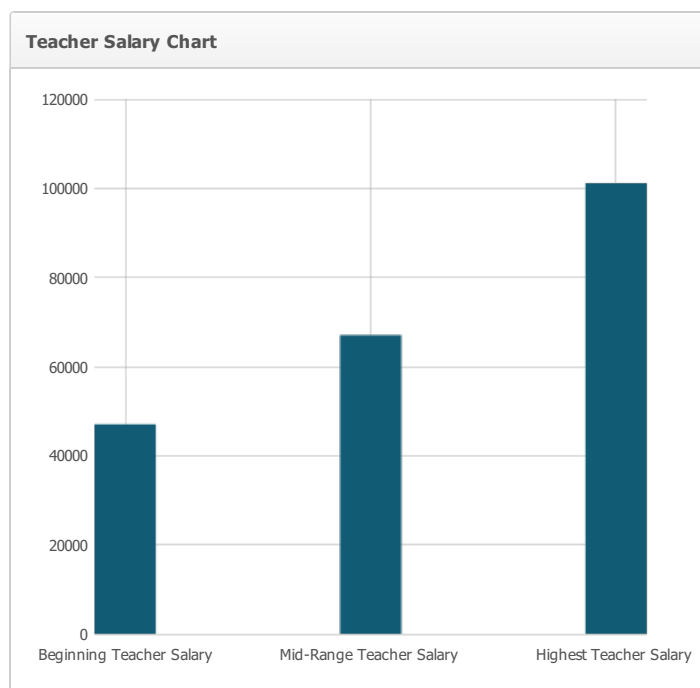
Robotics
Math Tutoring
Mandarin
Archery
Lever Ed
Math Success Program
Band

Last updated: 12/18/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,026	\$43,574
Mid-Range Teacher Salary	\$67,047	\$63,243
Highest Teacher Salary	\$101,141	\$86,896
Average Principal Salary (Elementary)	\$110,513	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$112,314	\$108,954
Superintendent Salary	\$135,000	\$136,125
Percent of Budget for Teacher Salaries	33.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/7/2020

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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	33	34

Last updated: 1/13/2020

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Dr. Mary Ponce, Secondary School Principal

Principal, Williams Junior/Senior High

About Our School

Dr. Mary L. Ponce

Principal, Williams Junior/Senior High

About Our School

Williams Jr/Sr High School is the home of the Yellow Jackets. In the last 2-3 years, the school has undergone transformational changes in order to give students true choices for the 21st century. The school has adopted the local mission statement of "College for ALL." While not every student may go to college, every student should see college as a viable option for their future. We have worked hard to offer college courses during the school day at no cost to our students as well as during summer school. Our students have an advantage, they will be able to complete a significant number of college credits prior to graduation.

Currently our school focuses on creating a vision of effective schools. The focus is on the whole student: academic, behavioral, and social emotional. We believe that all students can and must learn. With the implementation of AVID (advancement towards individual determination), PBIS (positive behavior intervention system), CTE pathways, and many other programs, our goal is to prepare students for College or Career and to have True Choices.

Williams is a small rural community with approximately 5,000 inhabitants. The farming community is very proud of their culture and work ethic. Families are hardworking and dedicated. We have a large population of latino families, that are very deep rooted in their culture and traditions. As we continue to create equitable environments, and close the opportunity gap, the sky is the limit for our community.

Contact

Williams Junior/Senior High

260 11th St.

Williams, CA 95987

Phone: 530-473-5369

E-mail: mponce@williams.k12.ca.us

Contact

*Williams Junior/Senior High
260 11th St.
Williams, CA 95987*

Phone: 530-473-5369

Email: mponce@williams.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Williams Unified
Phone Number	(530) 473-2550
Superintendent	Edgar Lampkin
Email Address	elampkin@williams.k12.ca.us
Website	www.williamsusd.net

School Contact Information (School Year 2019—20)	
School Name	Williams Junior/Senior High
Street	260 11th St.
City, State, Zip	Williams, Ca, 95987
Phone Number	530-473-5369
Principal	Dr. Mary Ponce, Secondary School Principal
Email Address	mponce@williams.k12.ca.us
Website	www.williamsusd.net
County-District-School (CDS) Code	06616220637504

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Williams Jr/Sr Early College High is a Junior /Senior 7th-12th school located in Williams, California, a small rural community with approximately 5000 in population. Located in Colusa County.

School population averages approximately 580 fluctuating throughout the year.

The school, two years ago, began the vision of creating equitable outcomes for all students, giving them true choices for the 21st century by providing Dual Enrollment College Classroom for all of our 9-12 grade students.

In addition, in providing college opportunities for success, AVID was introduced, and currently there are several self contained AVID classrooms for students 7-12.

The school is also building a variety of CTE pathways. Currently, the school offers Agricultural Mechanics. Other CTE pathways being developed are: Digital Media and Bilingual Translation.

The school has had great success and has high, 100% graduation rates, and close to 40% of the Senior class A-G qualified. We offer AP classes in English 11 and 12, required graduation and A-G classes, CTE pathways, and building more extensive electives.

The school demographics are mostly Latinos, making up close to 95% of the student body. This also includes English Learner Students and students who are socio-economically disadvantaged.

The school's Vision is to provide 21st century learning with true choices for all of our students. Specifically, we have 5 goals in our LCAP plan to attain this vision:

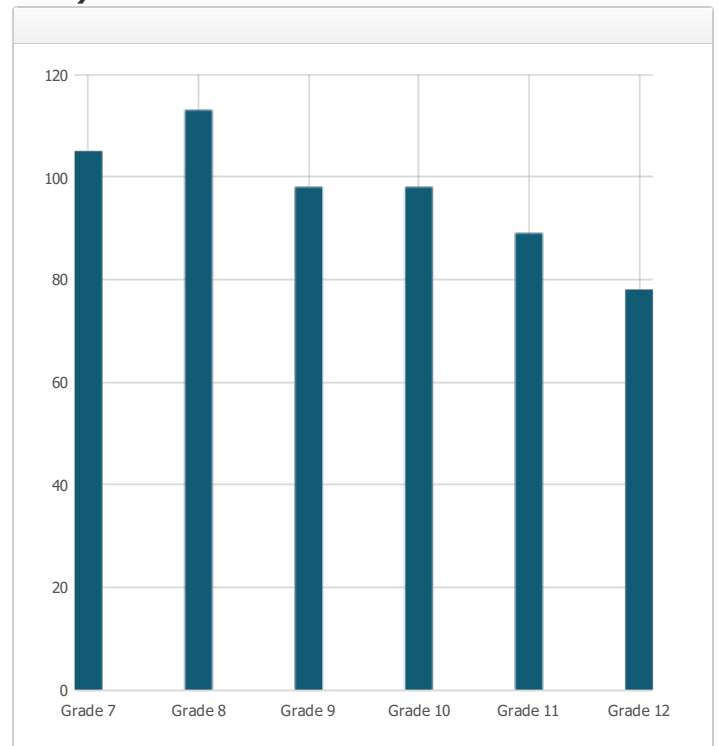
1. All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.
2. Implement and support college and career readiness school wide.
3. All students will be proficient in ELA as measured by grades in ELA courses, CAASPP, and writing assessments.
4. All EL students will be proficient in mathematics and problem solving and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local formative assessments.

5. Increase the level of parent volunteerism, involvement, and engagement in our school and school community.

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 7	105
Grade 8	113
Grade 9	98
Grade 10	98
Grade 11	89
Grade 12	78
Total Enrollment	581

*Last updated: 1/15/2020***Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	1.50 %
Filipino	%
Hispanic or Latino	94.50 %
Native Hawaiian or Pacific Islander	0.20 %
White	3.10 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.10 %
English Learners	22.90 %
Students with Disabilities	9.80 %
Foster Youth	%
Homeless	4.00 %

A. Conditions of Learning

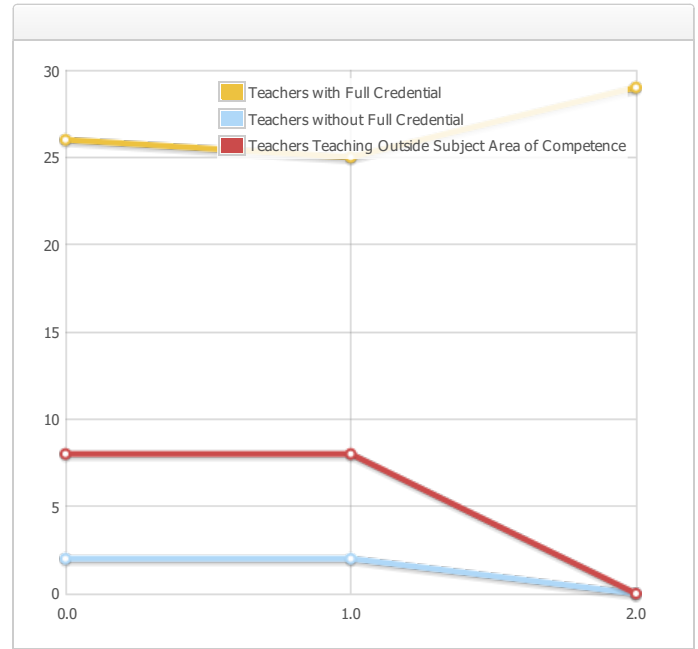
State Priority: Basic

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

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

Teacher Credentials

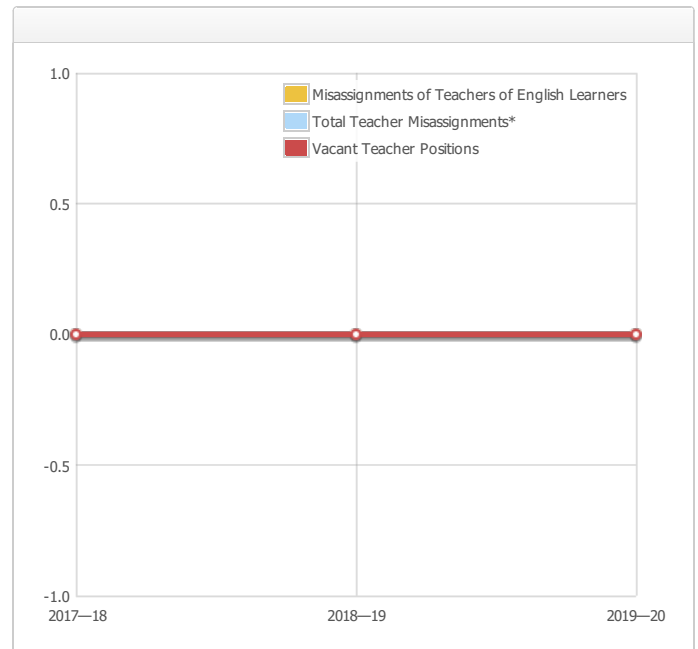
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	26	25	29	62
Without Full Credential	2	2	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	8	8	0	0



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Area of Study Number of Students Number of Student Text Books/Class Kits LANGUAGE ARTS English 7 93 115 English 8 99 124 English 9 109 115 English 10 95 105 English 11 60 88 English 12 52 110 AP English Language 29 40 AP English Lit. 30 40	Yes	0.00 %
Mathematics	MATHEMATICS #students # of textbooks Math 7 108 213 Math 8 49 149 Algebra I 161 223 Geometry 154 163 Algebra II 54 94 Pre-Calculus 34 50 Personal Finance 24 35		0.00 %
Science	SCIENCE Science 7 97 125 Science 8 96 125 Intro to Ag Bio 57 89 Chem AgriSci 31 31 Animal Science 16 31 Biology 81 149 Chemistry 64 144 Anatomy/Physiology 16 90 Physics 44 48	Yes	0.00 %
History-Social Science	SOCIAL SCIENCE World History 7 102 100 US History 8 93 100 World History 114 100 US History 60 100 American Government 84 65 12/Economics 79 65		0.00 %
Foreign Language	SPANISH Spanish I 83 130 Spanish II 27 122 Spanish III 41 50 AP Spanish Language 27 30 Spanish 1 Nat. Spk 24 50 Spanish 2 Nat. Spk 19 30		0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2020

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.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Band room HVAC-AC unit not working in office area Repair has been completed.
Interior: Interior Surfaces	Good	Room 303 Carpet ripped/worn, east side of room – needs replacement. To be repaired summer 2020. Room 320 Carpet tear at seam, mid section of room. To be repaired summer 2020. Room 326 Door plate missing/broken. Repair in process. Room 328 Door number plate missing. Repair in process.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	College and Career Center GCFI in counselors office not working/tripped. Repair has been completed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Girls Locker room – Drinking fountain not working. Repair has been completed. Boys Locker room – Drinking fountain leaking. Repair has been completed.
Safety: Fire Safety, Hazardous Materials	Good	Gym Horn needs replacement. Repair has been completed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	12.0%	28.0%	20.0%	25.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	10.0%	15.0%	16.0%	13.0%	38.0%	39.0%

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

Note: 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.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	285	95.64%	4.36%	28.42%
Male	138	130	94.20%	5.80%	23.85%
Female	160	155	96.88%	3.12%	32.26%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	284	271	95.42%	4.58%	27.31%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	281	269	95.73%	4.27%	28.25%
English Learners	211	200	94.79%	5.21%	21.00%
Students with Disabilities	25	24	96.00%	4.00%	8.33%
Students Receiving Migrant Education Services	21	13	61.90%	38.10%	15.38%
Foster Youth					
Homeless	14	10	71.43%	28.57%	20.00%

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

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

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

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	290	97.32%	2.68%	14.83%
Male	138	135	97.83%	2.17%	11.11%
Female	160	155	96.88%	3.12%	18.06%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	284	276	97.18%	2.82%	14.13%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	281	275	97.86%	2.14%	13.82%
English Learners	211	206	97.63%	2.37%	13.59%
Students with Disabilities	25	24	96.00%	4.00%	4.17%
Students Receiving Migrant Education Services	21	17	80.95%	19.05%	5.88%
Foster Youth					
Homeless	14	13	92.86%	7.14%	7.69%

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

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

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

Last updated: 1/15/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

CTE Pathway:

Agricultural Mechanics

CTE Pathways Being Developed:

Digital Media

Bilingual Translation Pathway

CTE Pathway:

Agricultural Mechanics

Pathway: AG Bio, Ag PRACTICAL Mechanics, Advance Ag. Mechanics

Pathway: Ag Bio, Ag. Chem, Ag Environmental Horticulture or Plant Science

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	288
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	13.30%

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	74.53%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	36.90%

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

California Physical Fitness Test Results (School Year 2018—19)

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
7	13.70%	14.70%	6.90%
9	18.80%	23.80%	12.50%

Note: 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.

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

There are many ways and opportunities that our Families and parents may participate. We have the traditional sporting and club events, Science Fair, Open Houses, Parents Orientation, Back to School Nights. These events bring families to see their students perform and shine. But, we also have leadership opportunities available via three of our committees: School Site Council, Family Community Meetings, and ELAC (English Learner Advisory Committee). The above ways, and many other opportunities are a just a few avenues where parents can connect and build a partnership with the school.

Williams Jr/Sr High has several opportunities for parents can be involved in activities.

First traditional methods such as: Back to School Night, Open House, Sporting Events, and district family events.

Leadership parent meetings: School Site Council, ELAC and Family Community Meetings

State Priority: Pupil Engagement

Last updated: 1/15/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

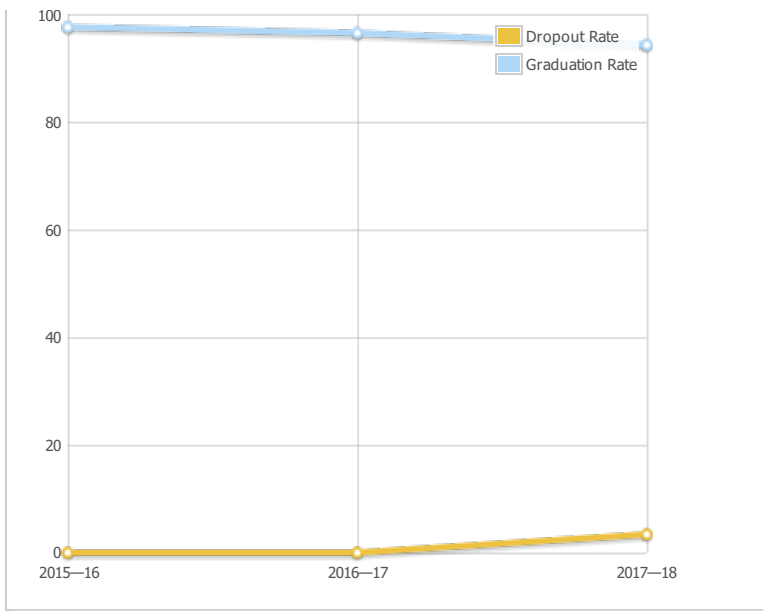
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	2.20%	9.70%
Graduation Rate	97.60%	94.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	3.40%	1.90%	2.90%	9.10%	9.60%
Graduation Rate	96.50%	94.30%	95.10%	94.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/13/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	6.80%	5.30%	10.50%	3.40%	3.40%	6.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/13/2020

School Safety Plan (School Year 2019—20)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on August 26, 2019.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- 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 19-20:

Fire Drills: August 22, 2019, November 7, 2019, February 28, 2020 and April 28, 2020

Earthquake Drills: September 19, 2019 and January 10, 2020

Shelter in Place Drill: March 21, 2020

Lockdown Drill: October 11, 2019

Last updated: 1/15/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	8	26	1
Mathematics	24.00	13	18	
Science	26.00	3	16	
Social Science	27.00	2	15	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	11	25	1
Mathematics	24.00	6	24	1
Science	22.00	8	14	
Social Science	23.00	4	16	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	12	26	1
Mathematics	26.00	5	21	4
Science	25.00	5	13	
Social Science	21.00	12	13	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	581.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/13/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.70
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*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.

Last updated: 1/13/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7423.76	\$462.37	\$6961.39	\$66401.52
District	N/A	N/A	\$9369.99	\$68237.00
Percent Difference – School Site and District	N/A	N/A	-29.50%	-2.76%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	-7.54%	2.51%

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

Last updated: 1/13/2020

Types of Services Funded (Fiscal Year 2018—19)

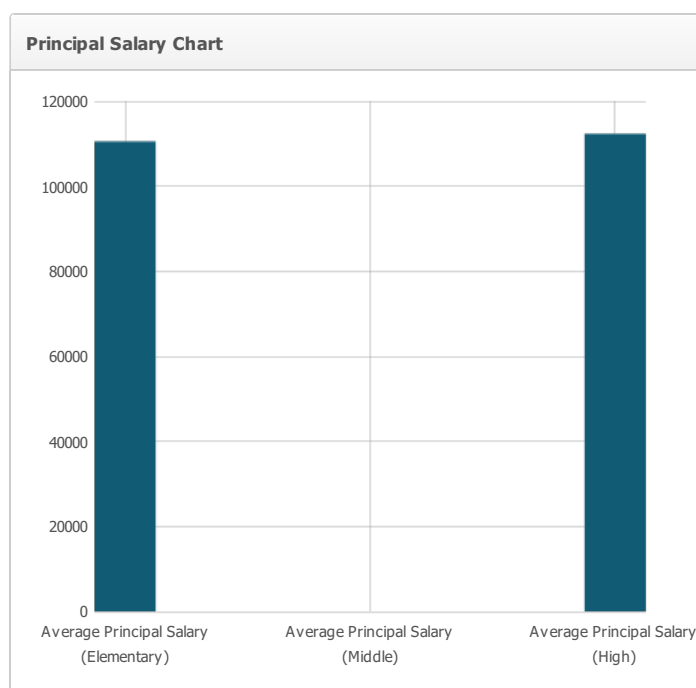
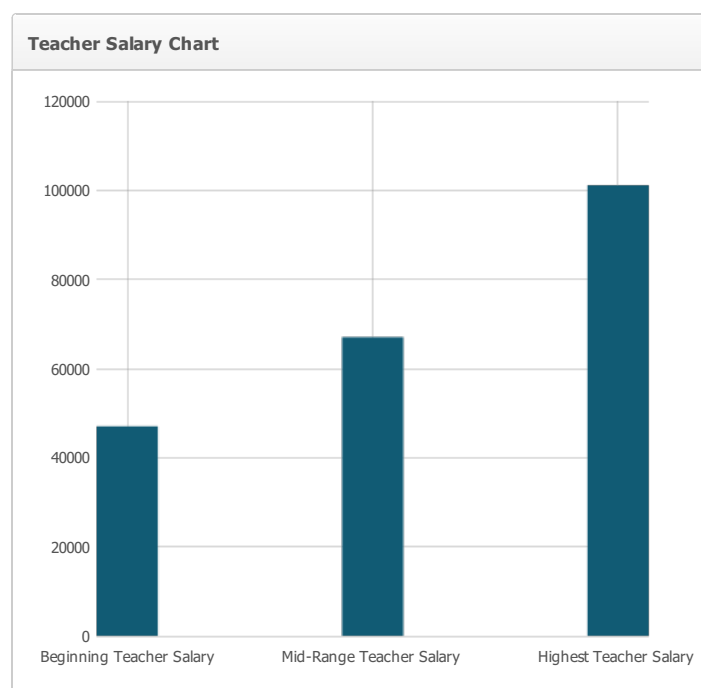
School Supports
We use the pyramid MTSS system of supports
All students receive basic instructional practices, PBIS SWARM rewards and behavior supports, and PLUS period for support in their daily schedule, all 7/8 receive math lab and ELA lab classes.
Second Tier: Tutoring after school, ASSETS, math tutoring after school, ELD classes
Third Tier: Special Education and Behavior Support Plans

Last updated: 1/16/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,026	\$43,574
Mid-Range Teacher Salary	\$67,047	\$63,243
Highest Teacher Salary	\$101,141	\$86,896
Average Principal Salary (Elementary)	\$110,513	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$112,314	\$108,954
Superintendent Salary	\$135,000	\$136,125
Percent of Budget for Teacher Salaries	33.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/13/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	5	15.60%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/13/2020

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 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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	33	34

Last updated: 1/16/2020

School Accountability Report Card

Reported Using Data from the 2018—19 School Year

California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Dr. Mary Ponce, Secondary School Principal

Principal, Mid Valley High (Continuation)

About Our School

Mid Valley High School is a school on the move. The home of the Yellow Jackets, Mid Valley High School has undergone changes to create a college going culture. Students at Mid Valley High School are being more successful in a non traditional setting. The school has adopted a local mission statement of "College for All". This means that while not every student is going to attend college, every student should see college as a viable option for their future. We have worked very hard to offer college courses during the school day at no cost to our students as well as during summer and evenings. Mid Valley students also have access to these courses. Our students have an advantage in they will have had the opportunity to complete a significant number of college credits prior to graduation.

Our school is approaching this mission statement by collaborating around what makes our school effective. We are focusing on Rigor, relevance, and engagement in the classrooms. We are focusing on developing the whole student. We are also focusing on strategic support and stretch opportunities in rigorous course work for all students. We believe all students can and must learn. Our students are being prepared for a 21st century work place where they will need to communicate, collaborate, think critically, and be creative. We are a small rural farming community that is very proud of our culture and work ethic. Families are hardworking and dedicated. As students and parents continue to expand their knowledge of what is available to them, the sky is the limit.

Principal's Comment

Dr. Mary L. Ponce, Secondary School Principal

Principal, Mid Valley High (Continuation)

Contact

Mid Valley High (Continuation)
1105 D St.
Williams, CA 95987-0007

Phone: 530-473-5369

Email: mponce@williams.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Williams Unified
Phone Number	(530) 473-2550
Superintendent	Edgar Lampkin
Email Address	elampkin@williams.k12.ca.us
Website	www.williamsusd.net

School Contact Information (School Year 2019—20)	
School Name	Mid Valley High (Continuation)
Street	1105 D St.
City, State, Zip	Williams, Ca, 95987-0007
Phone Number	530-473-5369
Principal	Dr. Mary Ponce, Secondary School Principal
Email Address	mponce@williams.k12.ca.us
County-District-School (CDS) Code	06616220630038

Last updated: 1/15/2020

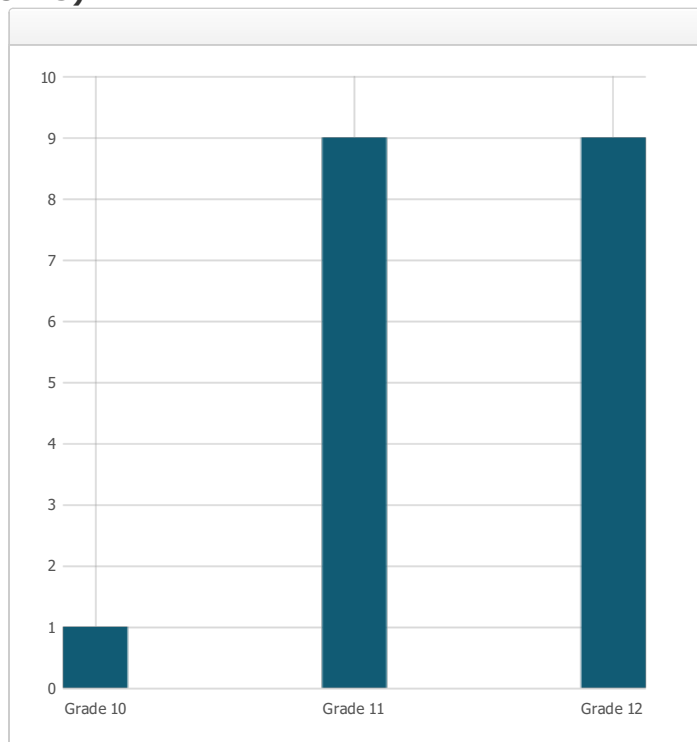
School Description and Mission Statement (School Year 2019—20)

Mid Valley High School is a continuation high school which provides service to approximately 20 students yearly. The purpose of our continuation high school is to get students back on track academically, find a path for the non-traditional student, or accelerate students towards graduation. Students are separate from the main campus but connected through the common mission of "College for All."

Last updated: 1/16/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 10	1
Grade 11	9
Grade 12	9
Total Enrollment	19



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	100.00 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.00 %
English Learners	57.90 %
Students with Disabilities	21.10 %
Foster Youth	%
Homeless	5.30 %

A. Conditions of Learning

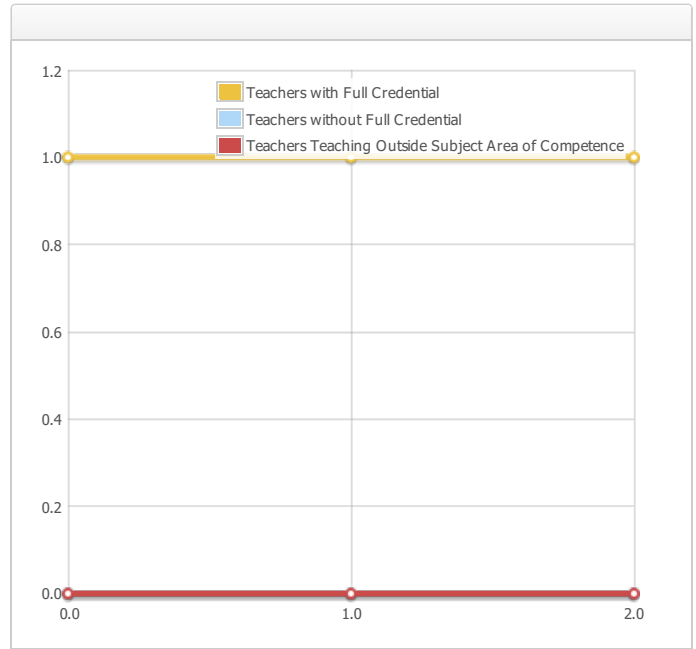
State Priority: Basic

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

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

Teacher Credentials

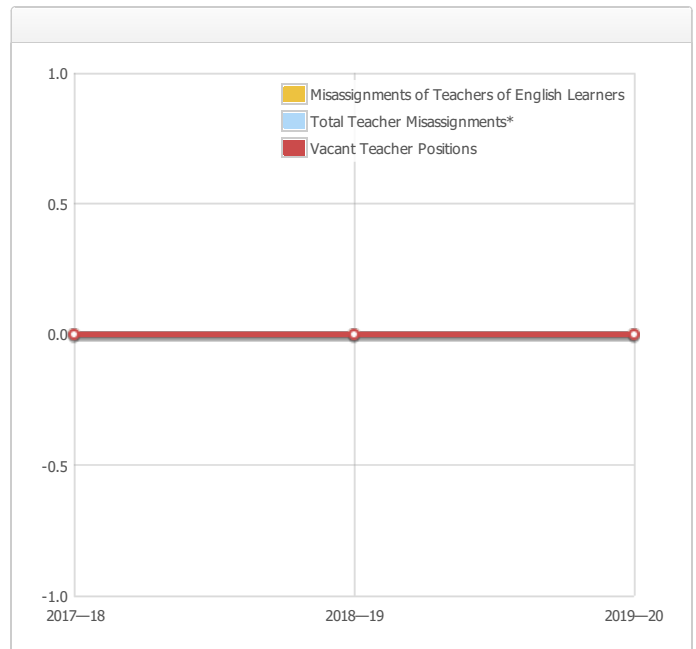
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	1	1	1	62
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD 1 – Hampton Brown Edge Fundamentals - ISBN 978-0-7362-6163-0 ELD 2- Hampton Brown Edge Reading Writing & Language Level A - ISBN: 978-0-7362-3452-8 ELD 3 – Hampton Brown Edge Reading Writing & Language Level B - ISBN 9780736234535 ELD 4 – Hampton Brown Edge Reading Writing & Language Level C - ISBN 978-0-7362-3454-2		0.00 %
Mathematics	Algebra 1 - CPM Course - ISBN 978-1-60328-101-0 Geometry - CPM Geometry - ISBN 978-1-60328-108-9 Algebra II - CPM Algebra II - ISBN 978-1-60328-115-7		0.00 %
Science	Anatomy - Holes: Human Anatomy & Physiology 11th Ed 978-0-07-331609-3 Pictorial Anatomy of The Cat Stephen G. Gilbert 978-0-295-95454-7 Biologia Holt McDougal & Stephan Nowicki 978-0-547-21951-6 Biology - Johnson and Raven 978-0-030-92201-5 Chemistry - ISBN 1-13-251510-6 Physics - ISBN 0-13-166301-1		0.00 %
History-Social Science	History Alive! World Connections Grade 10 ISBN 978-1-58371-948-0 History Alive! Pursuing American Ideals Grade 11 ISBN 978-1-934534-88-5 Econ Alive! The Power to Choose Grade 12 ISBN 978-1-934534-45-8 Government Alive! Power, Politics, and You Grade 12 ISBN 978-1-934534-25-6		0.00 %
Foreign Language			0.00 %
Health	Health and Wellness - 0-07-830863-1		0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

The school is maintained in fair 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.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Room 600 restroom floor and toilet needs cleaning/ sink and fountain are dirty. Repairs have been completed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair
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Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		0.0%	20.0%	25.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		0.0%	16.0%	13.0%	38.0%	39.0%

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

Note: 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.

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	9	81.82%	18.18%	0.00%
Male	--	--	--	--	
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	11	9	81.82%	18.18%	0.00%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	11	9	81.82%	18.18%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	9	81.82%	18.18%	0.00%
Male	--	--	--	--	
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	11	9	81.82%	18.18%	0.00%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	11	9	81.82%	18.18%	0.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/15/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	10.53%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parents input is sought in many different ways. This is an area Williams Jr/Sr. High School and Mid-Valley Alternative High School continues to seek greater parent involvement. The following is a list of examples of parental involvement.

-Parent Advisory Committee.

-School Site Council

-Brown and Gold

-Open House

-Back to School Night

-Sports activities

Parent Clubs/Organizations

Band Boosters: This is a group of parents, friends, and students who work together to benefit the music program at Williams Unified School District. They are the backbone of the music department. They help with the planning, execution and review of fund raising, festival performance, field trips and equipment maintenance, including uniforms and costumes.

Brown and Gold: The purpose of the Foundation shall be to encourage community support in financing athletic programs in the Williams Unified School District and further, to stimulate a spirit within the community to rally in support of the school's athletics and students.

District English Learner Advisory Committee: (D.E.L.A.C.) is an elected group of parents who advise the district, English Learner Advisory committee, principals, and staff in the development of the bilingual education portion of the district school plan, district wide needs assessment; and district goals for ELD students.

English Learner Advisory Committee: (E.L.A.C.) is an elected group of parents who advise the principal and staff in the development of the bilingual education portion of the school plan. The E.L.A.C. also acts as a liaison between parents and the school. The E.L.A.C. meets every month as needed.

School Site Council: The purpose of this Council shall be to:

1. Develop and recommend the School Improvement Plan;
2. Have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and assess periodically the effectiveness of the program;
3. Annually review the school improvement plan, establish a budget consistent with the Education Code, and; if necessary, make modification.

State Priority: Pupil Engagement

Last updated: 1/16/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

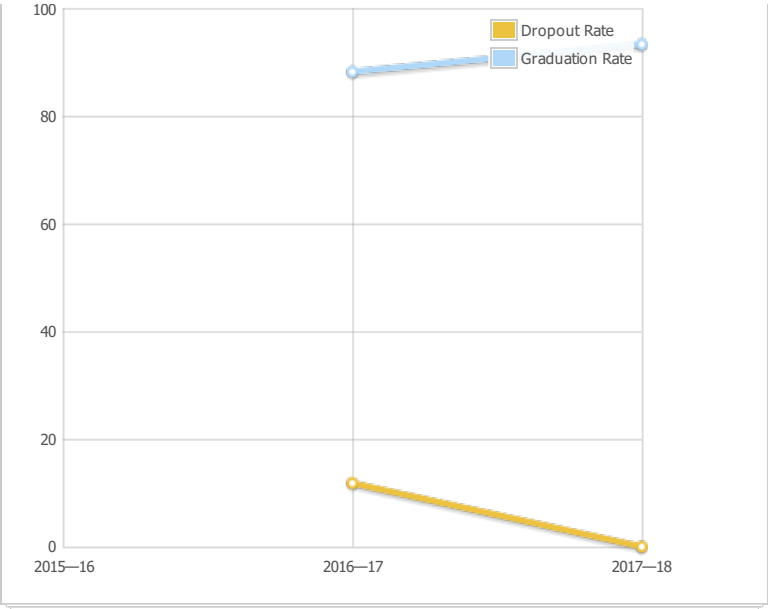
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	2.20%	9.70%
Graduation Rate	--	94.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	11.80%	0.00%	1.90%	2.90%	9.10%	9.60%
Graduation Rate	88.20%	93.30%	95.10%	94.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.40%	3.70%	10.00%	3.40%	3.40%	6.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

Williams Unified School District comprehensive school safety plan was last board approved June 16, 2016. A review and training was held for all District faculty on August 26, 2019.

Our mission, when faced with an emergency, is outlined below:

- Protect lives and property.
- Mitigate the effects.
- Respond promptly and properly.
- Provide emergency response plans, services and supplies for all facilities and employees.
- Coordinate the use of school personnel and facilities within the school and with other agencies as needed.
- Restore normal services as quickly as possible.
- Provide detailed and accurate documentation to aid in the recovery process.
- 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 19-20:

Fire Drills: August 22, 2019, November 7, 2019, February 28, 2020 and April 28, 2020

Earthquake Drills: September 19, 2019 and January 10, 2020

Shelter in Place Drill: March 21, 2020

Lockdown Drill: October 11, 2019

Last updated: 1/15/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	4		
Mathematics	7.00	4		
Science	8.00	1		
Social Science	8.00	5		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	3.00	9		
Mathematics	3.00	5		
Science	4.00	3		
Social Science	3.00	10		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	13		
Mathematics	3.00	5		
Science	1.00	4		
Social Science	2.00	17		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.70
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*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.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7482.92	\$0.00	\$7482.92	\$69057.00
District	N/A	N/A	\$9369.99	\$68237.00
Percent Difference – School Site and District	N/A	N/A	-22.39%	1.19%
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	-0.31%	6.26%

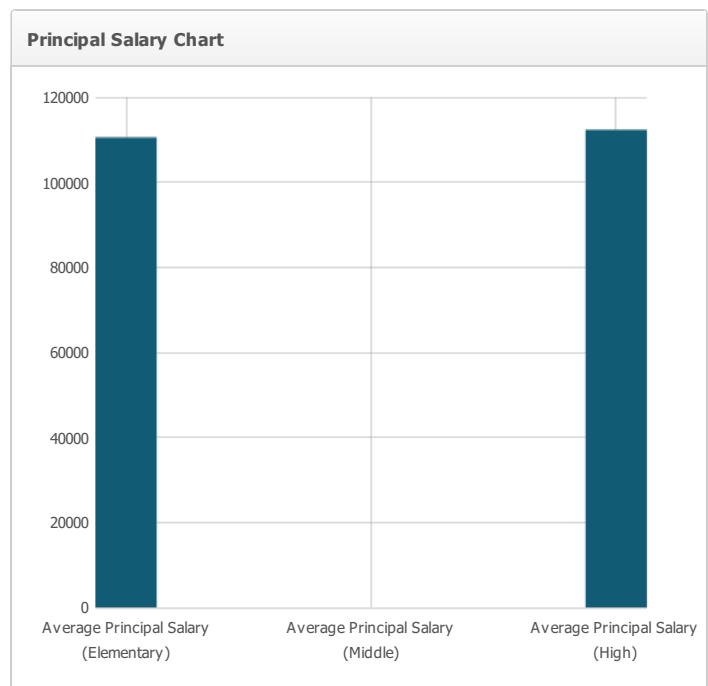
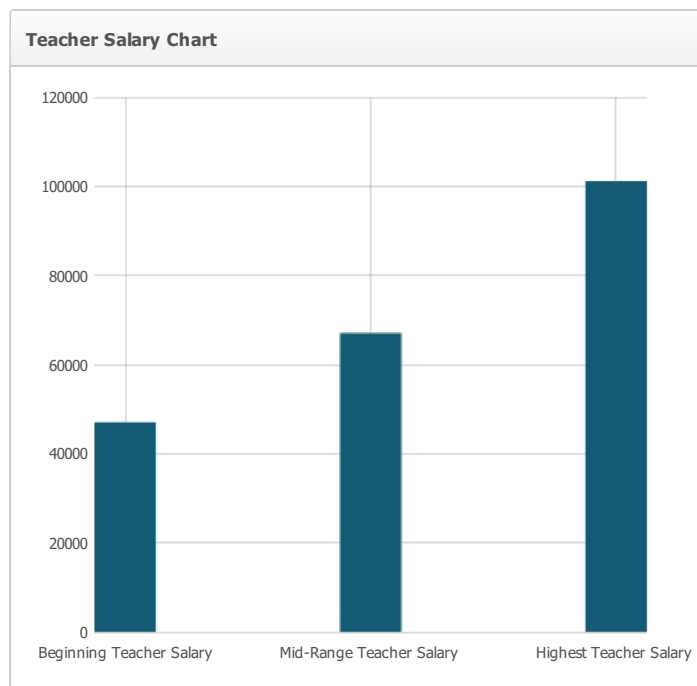
Note: Cells with N/A values do not require data.

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,026	\$43,574
Mid-Range Teacher Salary	\$67,047	\$63,243
Highest Teacher Salary	\$101,141	\$86,896
Average Principal Salary (Elementary)	\$110,513	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$112,314	\$108,954
Superintendent Salary	\$135,000	\$136,125
Percent of Budget for Teacher Salaries	33.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/15/2020

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 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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	33	34

Last updated: 1/16/2020