

Williams Jr/Sr High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Williams Jr/Sr High School
Street	260 11th Street
City, State, Zip	Williams, CA 95987
Phone Number	530-473-5369
Principal	James Welcome, Principal
Email Address	jwelcome@williamsusd.net
School Website	whs.williamsusd.net
County-District-School (CDS) Code	06 61622 0637504

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

About Our School

Williams Jr/Sr High School is the Home of the Yellowjackets. 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/career courses during the school day at no cost to our students. Our students have an advantage if they enroll in the dual enrollment program, 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 ongoing 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 and/or Career and to have choices.

Williams is a small rural community with approximately 5,500 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: jwelcome@williamsusd.net

School Description

Williams Jr/Sr High School is a Junior /Senior 7th-12th school located in Williams, California.

School population averages approximately 600 fluctuating throughout the year.

The school has created 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, Agri-sciences, and Agricultural Floral pathways.

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

95% of the student body is of Latinx descent. This also includes significant populations of English Learner students and students who are socio-economically disadvantaged.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	106
Grade 8	107
Grade 9	121
Grade 10	100
Grade 11	106
Grade 12	94
Total Enrollment	634

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
Asian	1.3%
Hispanic or Latino	95.9%
Two or More Races	0.3%
White	2.5%
English Learners	36.9%
Homeless	9.6%
Migrant	9.1%
Socioeconomically Disadvantaged	93.8%
Students with Disabilities	12.8%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	76.51	47.40	77.55	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	2.34	1.70	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	4.87	1.40	2.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.82	2.70	4.48	12115.80	4.41
Unknown	3.70	12.41	7.70	12.71	18854.30	6.86
Total Teaching Positions	30.30	100.00	61.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	82.27	57.10	87.76	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.32	3.00	4.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	4.42	1.30	2.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	5.11	2.10	3.33	11953.10	4.28
Unknown	1.40	4.85	1.40	2.24	15831.90	5.67
Total Teaching Positions	30.10	100.00	65.10	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.40	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.40	1.30

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	1.50
Total Out-of-Field Teachers	1.10	1.50

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.8	12.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.7	9.2

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LANGUAGE ARTS California Collections 2019 English 7 English 8 English 9	Yes	0

	English 10 English 11 English 12 AP English Language AP English Lit.		
Mathematics	Open Up Resources Math 7 Math 8 Math I Math II CPM Mathematics Algebra II Pre-Calculus Other Publishers Calculus Personal Finance	Yes	0
Science	SCIENCE 2019 Science 7 Science 8 Intro to Ag Bio Ag & Soil Chem Forensic Science Biology Chemistry Botany/Zoology Physics	Yes	0
History-Social Science	SOCIAL SCIENCE-History Alive! 2019 World History 7 US History 8 World History US History American Government 12/Economics Career Choices & Workbook 9	Yes	0
Foreign Language	SPANISH 2020 Spanish I Spanish II Spanish III AP Spanish Language Spanish 1 Nat. Spk Spanish 2 Nat. Spk	Yes	0
Health	HEALTH- rotating courses by semester 2020 Teen Health Health	No	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		301, 302, 303 - Ceiling tile stained 302, 319, 331, 335 - Carpet needs to be replaced 309 - Linoleum needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		301, 302, 303, 304, 305 - Door is delaminating

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	31	24	27	47	46
Mathematics (grades 3-8 and 11)	7	8	9	11	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	300	95.54	4.46	31.44
Female	148	140	94.59	5.41	39.57
Male	166	160	96.39	3.61	24.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	302	289	95.70	4.30	31.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	131	95.62	4.38	3.85
Foster Youth	--	--	--	--	--
Homeless	40	36	90.00	10.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	286	95.65	4.35	31.93
Students Receiving Migrant Education Services	33	30	90.91	9.09	16.67
Students with Disabilities	42	41	97.62	2.38	7.32

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	314	300	95.54	4.46	7.67
Female	148	140	94.59	5.41	7.86
Male	166	160	96.39	3.61	7.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	302	290	96.03	3.97	7.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	137	131	95.62	4.38	0.76
Foster Youth	--	--	--	--	--
Homeless	40	36	90.00	10.00	2.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	286	95.65	4.35	7.69
Students Receiving Migrant Education Services	33	32	96.97	3.03	9.38
Students with Disabilities	42	41	97.62	2.38	4.88

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.15	7.19	7.26	7.67	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	303	298	98.35	1.65	8.08
Female	153	150	98.04	1.96	6.71
Male	150	148	98.67	1.33	9.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	288	285	98.96	1.04	7.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	100	99	99.00	1.00	0.00
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	287	282	98.26	1.74	8.54
Students Receiving Migrant Education Services	23	23	100.00	0.00	0.00
Students with Disabilities	34	33	97.06	2.94	12.12

2022-23 Career Technical Education Programs

CTE Sector:
Agricultural and Natural Resources

Pathway: Ag Bio, Ag Soil Chem, Advance Agriscience
 Pathway: Ag Mechanics, Advanced Ag.Mechanics, Ag. Construction
 Pathway: Ag. Floral Science, Intermediate Floral Science, Advanced Floral Science

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	299
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	26.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.0%	99.0%	99.0%	99.0%	99.0%
Grade 9	99.1%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

There are many ways and opportunities that our families and parents may participate. We have the traditional sporting and club events, Open House, Parent Orientation, Back to School Nights. These events bring families to see their students perform and shine. But, we also have leadership opportunities available via our committees: School Site Council 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.

Additionally, opportunities are provided for parents to learn about college and career options with the Parent Institute for Quality Education and scholarship and financial aid nights throughout the semester. English as a second language classes are offered weekly for families. Other opportunities for parent training are planned to better engage families in the school culture.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.9	3.7	5.4	6	5.2	5.4	9.4	7.8	8.2
Graduation Rate	89	90.1	90.2	88	89.6	91	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	83	90.2
Female	51	47	92.2
Male	41	36	87.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	87	79	90.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	21	17	81.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	89	80	89.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	664	654	157	24.0
Female	308	304	78	25.7
Male	356	350	79	22.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	635	626	145	23.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	19	18	10	55.6
English Learners	292	289	74	25.6
Foster Youth	2	2	2	100.0
Homeless	79	77	30	39.0
Socioeconomically Disadvantaged	624	616	151	24.5
Students Receiving Migrant Education Services	72	71	23	32.4
Students with Disabilities	87	85	25	29.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.96	9.17	7.38	0.43	5.92	4.59	0.20	3.17	3.60
Expulsions	0.00	0.00	0.15	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.38	0.15
Female	0.97	0
Male	12.92	0.28
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.4	0.16
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.26	0
English Learners	9.93	0
Foster Youth	0	0
Homeless	7.59	1.27
Socioeconomically Disadvantaged	7.53	0.16
Students Receiving Migrant Education Services	8.33	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

Williams Unified School District Comprehensive School Safety Plan has been reviewed and updated by the District Task Force composed of administrators, teachers and classified staff members. The plan has been reviewed by the Williams Police Department. The plan was approved by the School Site Council November 13, 2023.

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

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

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

2023-24 School Safety Plan

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

Drill dates for school year 23-24:

Fire Drills: September 2023, December 2023, March 2024 & April 2024

Earthquake Drills: October 2023, January 2024

Shelter in Place Drill: November 2023

Lockdown Drill: February 2024

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	15	
Mathematics	20	19	9	
Science	26	3	15	
Social Science	23	10	12	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	27	
Mathematics	24	8	17	
Science	23	8	12	
Social Science	26	3	20	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	20	20	0
Mathematics	24	9	17	0
Science	28	3	15	0
Social Science	27	4	19	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	317

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,471.21	\$648.37	\$7,822.84	\$77,779.56
District	N/A	N/A	\$12,295.62	\$74,414
Percent Difference - School Site and District	N/A	N/A	-44.5	7.5
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	17.0	6.3

Fiscal Year 2022-23 Types of Services Funded

School Supports

We use the Multi Tiered Support System (MTSS) structure for delivering services to a diverse range of learners. The district utilizes the Satchel Pulse online assessment tool to measure the needs of students at various points in the academic year and deliver timely interventions.

First Tier: All students receive core-content, standards based instruction. Students are also provided with opportunities to be involved with clubs and sports programs. Students have access to two counselors with expertise in academic and social counseling.

Second Tier: Tutoring after school through the ASES and ASSETS programs including math tutoring after school, ELD tutoring and other targeted academic interventions is available. Small group counseling for substance abuse and other socio-emotional needs is also available during the day and at lunch. Designated ELD classes are available for all English Learners. Support classes are available for Math I.

Third Tier: Special Education Services are available on-campus at all levels of support. SARB services are provided for students through the Colusa County Office of Education. Mental health and counseling services are available through the County's BEST program on campus.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,922	\$47,616
Mid-Range Teacher Salary	\$70,168	\$75,580
Highest Teacher Salary	\$105,220	\$100,485
Average Principal Salary (Elementary)	\$118,549	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$120,481	\$125,386
Superintendent Salary	\$174,800	\$157,977
Percent of Budget for Teacher Salaries	31.58%	27.82%
Percent of Budget for Administrative Salaries	6.11%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	23.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

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

Professional Development

SY 23-24 Full Days 3, Partial Days 32

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

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