

# Williams Jr/Sr High School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

|  |                              |
|--|------------------------------|
| <b>School Name</b>                       | Williams Jr/Sr High School   |
| <b>Street</b>                            | 260 11th Street              |
| <b>City, State, Zip</b>                  | Williams                     |
| <b>Phone Number</b>                      | 530-473-5369                 |
| <b>Principal</b>                         | Tyler Rutledge, Principal    |
| <b>Email Address</b>                     | trutledge@williams.k12.ca.us |
| <b>School Website</b>                    | whs.williamsusd.net          |
| <b>County-District-School (CDS) Code</b> | 06 61622 0637504             |

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### 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: trutledge@williams.k12.ca.us

## 2022-23 School Overview

### School Description and Mission Statement (School Year 2020—21)

Williams Jr/Sr Early College High is a Junior /Senior 7th-12th school located in Williams, California, a small rural community with approximately 5500 in population. Located in Colusa County.

School population averages approximately 600 fluctuating throughout the year.

The school, three 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, almost 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 7          | 107                |
| Grade 8          | 117                |
| Grade 9          | 101                |
| Grade 10         | 104                |
| Grade 11         | 109                |
| Grade 12         | 84                 |
| Total Enrollment | 622                |

## 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 45.7                        |
| Male                                | 54.3                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 1.4                         |
| Black or African American           | 0.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 95.8                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| Two or More Races                   | 0.3                         |
| White                               | 2.3                         |
| English Learners                    | 37.5                        |
| Foster Youth                        | 0.0                         |
| Homeless                            | 6.4                         |
| Migrant                             | 6.4                         |
| Socioeconomically Disadvantaged     | 93.4                        |
| Students with Disabilities          | 13.2                        |

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

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 23.20         | 76.51          | 47.40           | 77.55            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.70          | 2.34           | 1.70            | 2.80             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.40          | 4.87           | 1.40            | 2.42             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.10          | 3.82           | 2.70            | 4.48             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 3.70          | 12.41          | 7.70            | 12.71            | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 24.70         | 82.27          | 57.10           | 87.76            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.00          | 3.32           | 3.00            | 4.61             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.30          | 4.42           | 1.30            | 2.04             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.50          | 5.11           | 2.10            | 3.33             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.40          | 4.85           | 1.40            | 2.24             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 30.10         | 100.00         | 65.10           | 100.00           | 279044.80    | 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.

## 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        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.40</b> | <b>1.30</b> |

## 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        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.10</b> | <b>1.50</b> |

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 13.80   | 12.70   |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 15.70   | 9.20    |

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

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

| Year and month in which the data were collected |  | August 2021                 |  |
|---|--|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| <b>Reading/Language Arts</b>                    | LANGUAGE ARTS California Collections 2019<br>English 7<br>English 8<br>English 9<br>English 10<br>English 11<br>English 12<br>AP English Language<br>AP English Lit. | Yes                         | 0  |

|                               |  |     |   |
|-------------------------------|--|-----|---|
| <b>Mathematics</b>            | MATHEMATICS CPM<br>Math 7<br>Math 8<br>Algebra I<br>Geometry<br>Algebra II<br>Pre-Calculus<br>Personal Finance   | No  | 0 |
| <b>Science</b>                | SCIENCE 2019<br>Science 7<br>Science 8<br>Intro to Ag Bio<br>Ag & Soil Chem<br>Forensic Science<br>Biology<br>Chemistry<br>Botany/Zoology<br>Physics                       | Yes | 0 |
| <b>History-Social Science</b> | SOCIAL SCIENCE-History Alive! 2019<br>World History 7<br>US History 8<br>World History<br>US History<br>American Government<br>12/Economics<br>Career Choices & Workbook 9 | Yes | 0 |
| <b>Foreign Language</b>       | SPANISH 2020<br>Spanish I<br>Spanish II<br>Spanish III<br>AP Spanish Language<br>Spanish 1 Nat. Spk<br>Spanish 2 Nat. Spk  | Yes | 0 |
| <b>Health</b>                 | HEALTH- rotating courses by semester 2020<br>Teen Health<br>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**

October 2022

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                |           | X         |           | 312 - Carpet and 4" vinyl baseboard needs replacement<br>315 - Carpet needs<br>320 - Carpet replacement necessary<br>322 - Carpet replacement |

## School Facility Conditions and Planned Improvements

|   |   |   |  |
|---|---|---|--|
|   |   |   | 331 - Carpet needs replacement due to excessive food consumption   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |   | 329 - Clutter on floor, books, etc.<br>331 - Carpet needs replacement due to excessive food consumption  |
| <b>Electrical</b>   | X |   | 311 - Florescent light out<br>331 - Too many electrical cooking devices  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |   |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |   |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                |   | X | 319 - Exterior entrance ramp needs paint<br>320 - Exterior ramps, paint<br>321 - Exterior ramp, painting<br>322 - Exterior ramp, painting<br>323 - Exterior ramp, painting<br>327, 330, 332, 333, 334, 335 - Ramp needs paint<br>331 |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences |   | X | 301, 302, 303, 304, 305 - Door is delaminating   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 21             | N/A              | 24               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 7              | N/A              | 9                | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 336                     | 324                  | 96.43                 | 3.57                      | 21.43                          |
| <b>Female</b>  | 148                     | 143                  | 96.62                 | 3.38                      | 23.24                          |
| <b>Male</b>  | 188                     | 181                  | 96.28                 | 3.72                      | 20.00                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 319                     | 309                  | 96.87                 | 3.13                      | 21.17                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 152                     | 149                  | 98.03                 | 1.97                      | 6.80                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 12                      | 11                   | 91.67                 | 8.33                      | 18.18                          |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 300                     | 290                  | 96.67                 | 3.33                      | 20.14                          |
| <b>Students Receiving Migrant Education Services</b> | 14                      | 14                   | 100.00                | 0.00                      | 14.29                          |
| <b>Students with Disabilities</b>                    | 44                      | 42                   | 95.45                 | 4.55                      | 14.29                          |

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 332                     | 317                  | 95.48                 | 4.52                      | 6.94                           |
| <b>Female</b>  | 148                     | 141                  | 95.27                 | 4.73                      | 5.67                           |
| <b>Male</b>  | 184                     | 176                  | 95.65                 | 4.35                      | 7.95                           |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 315                     | 302                  | 95.87                 | 4.13                      | 6.62                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>White</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>English Learners</b>                              | 150                     | 144                  | 96.00                 | 4.00                      | 2.78                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 12                      | 11                   | 91.67                 | 8.33                      | 9.09                           |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 298                     | 285                  | 95.64                 | 4.36                      | 5.96                           |
| <b>Students Receiving Migrant Education Services</b> | 14                      | 14                   | 100.00                | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 44                      | 42                   | 95.45                 | 4.55                      | 21.43                          |

## CAASPP Test Results in Science for All Students

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

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

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 5.15           | NT               | 7.26             | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

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

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 289              | 273           | 94.46          | 5.54               | 5.15                    |
| <b>Female</b>  | 134              | 126           | 94.03          | 5.97               | 4.8                     |
| <b>Male</b>  | 155              | 147           | 94.84          | 5.16               | 5.44                    |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 277              | 262           | 94.58          | 5.42               | 4.96                    |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | 0                | 0             | 0              | 0                  | 0                       |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 94               | 91            | 96.81          | 3.19               | 0                       |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 12               | 9             | 75             | 25                 | --                      |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 256              | 243           | 94.92          | 5.08               | 4.96                    |
| <b>Students Receiving Migrant Education Services</b> | --               | --            | --             | --                 | --                      |
| <b>Students with Disabilities</b>                    | 25               | 24            | 96             | 4                  | 0                       |

## 2021-22 Career Technical Education Programs

### CTE Pathway:

Agricultural Mechanics (Agricultural and Natural Resources (ANR))

Pathway: Ag Bio, Ag Practical Mechanics, Advance Ag. Mechanics

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

### CTE Pathways Being Developed:

Digital Media Pathway (Arts, Media, and Entertainment (AME))

Bilingual Translation Pathway (Education, Child Development, and Family Services (ECDFS))

## 2021-22 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 207                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission          | 96.24   |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 38.89   |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

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

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7     | 94.4                             | 94.4   | 94.4  | 94.4  | 94.4                        |
| Grade 9     | 97.9                             | 97.9   | 97.9  | 85.3  | 96.8                        |

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

There are many ways and opportunities that our Families and parents may participate. We have the traditional sporting and club events, Science Fair, 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 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 Parent Conferences, Open House, Sporting Events, and district family events.

Leadership parent meetings: School Site Council (SSC) and English Language Acquisition (ELAC) and Meetings

## 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                | 3.6            | 3.7            |                  | 4.1              | 5.2              |               | 8.9           | 7.8           |
| Graduation Rate |                | 95.2           | 90.1           |                  | 94.9             | 89.6             |               | 84.2          | 87            |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 81                           | 73                         | 90.1                   |
| <b>Female</b>  | 37                           | 36                         | 97.3                   |
| <b>Male</b>  | 44                           | 37                         | 84.1                   |
| <b>American Indian or Alaska Native</b>              | 0                            | 0                          | 0.0                    |
| <b>Asian</b>   | --                           | --                         | --                     |
| <b>Black or African American</b>                     | 0                            | 0                          | 0.0                    |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.0                    |
| <b>Hispanic or Latino</b>                            | 79                           | 71                         | 89.9                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.0                    |
| <b>Two or More Races</b>                             | 0                            | 0                          | 0.0                    |
| <b>White</b>   | --                           | --                         | --                     |
| <b>English Learners</b>                              | 23                           | 16                         | 69.6                   |
| <b>Foster Youth</b>                                  | --                           | --                         | --                     |
| <b>Homeless</b>                                      | 16                           | 11                         | 68.8                   |
| <b>Socioeconomically Disadvantaged</b>               | 78                           | 70                         | 89.7                   |
| <b>Students Receiving Migrant Education Services</b> | --                           | --                         | --                     |
| <b>Students with Disabilities</b>                    | --                           | --                         | --                     |



## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 665                   | 654                                     | 214                       | 32.7                     |
| Female  | 311                   | 305                                     | 110                       | 36.1                     |
| Male  | 354                   | 349                                     | 104                       | 29.8                     |
| American Indian or Alaska Native              | 1                     | 1                                       | 1                         | 100.0                    |
| Asian   | 10                    | 9                                       | 4                         | 44.4                     |
| Black or African American                     | 1                     | 1                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 633                   | 623                                     | 200                       | 32.1                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 2                     | 2                                       | 0                         | 0.0                      |
| White   | 18                    | 18                                      | 9                         | 50.0                     |
| English Learners                              | 258                   | 251                                     | 87                        | 34.7                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 54                    | 49                                      | 20                        | 40.8                     |
| Socioeconomically Disadvantaged               | 622                   | 611                                     | 203                       | 33.2                     |
| Students Receiving Migrant Education Services | 64                    | 59                                      | 19                        | 32.2                     |
| Students with Disabilities                    | 88                    | 87                                      | 33                        | 37.9                     |

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 13.64          | 7.10             | 2.45          |
| Expulsions  | 0.00           | 0.00             | 0.05          |

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

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.96           | 9.17           | 0.43             | 5.92             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.00             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 9.17             | 0.00            |
| Female  | 2.25             | 0.00            |
| Male  | 15.25            | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 8.53             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 22.22            | 0.00            |
| English Learners                              | 11.24            | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 7.41             | 0.00            |
| Socioeconomically Disadvantaged               | 9.32             | 0.00            |
| Students Receiving Migrant Education Services | 1.56             | 0.00            |
| Students with Disabilities                    | 11.36            | 0.00            |

## 2022-23 School Safety Plan

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

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

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

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

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

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

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

Drill dates for school year 22-23:

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

Earthquake Drills: October 2022, January 2023

Shelter in Place Drill: November 2022

Lockdown Drill: February 2023

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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 | 28                 | 4                                    | 32                                    |                                     |
| Mathematics           | 26                 | 6                                    | 22                                    | 2                                   |
| Science               | 25                 | 5                                    | 11                                    |                                     |
| Social Science        | 27                 | 4                                    | 17                                    |                                     |

## 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 | 11                 | 70                                   |                                       |                                     |
| Mathematics           | 10                 | 62                                   |                                       |                                     |
| Science               | 13                 | 38                                   |                                       |                                     |
| Social Science        | 12                 | 54                                   |                                       |                                     |

## 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                                    |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

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

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 311   |

## 2021-22 Student Support Services Staff

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

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$7,687.17                   | \$554.30                            | \$7,132.87                            | \$72,419.92            |
| District                                      | N/A                          | N/A                                 | \$12,358.94                           | \$72,162               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -53.6                                 | 0.4                    |
| State   | N/A                          | N/A                                 | \$6,594                               | \$73,001               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 7.9                                   | -0.8                   |

## 2021-22 Types of Services Funded

School Supports

We use the Multi Tiered Support System (MTSS)

All students receive core-content, standards based instruction. Students are also provided with opportunities to be involved with clubs and sports programs.

Second Tier: Tutoring after school, ASSETS, math tutoring after school, ELD classes, Satchel Interventions

Third Tier: Special Education and Behavior Support Plans

## 2020-21 Teacher and Administrative Salaries

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

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

## 2021-22 Advanced Placement (AP) Courses

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

|  |      |
|--|------|
| <b>Percent of Students in AP Courses</b> | 11.5 |
|--|------|

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 |
|--|------------------------------|
| <b>Computer Science</b>  | 0                            |
| <b>English</b>   | 2                            |
| <b>Fine and Performing Arts</b>  | 0                            |
| <b>Foreign Language</b>  | 1                            |
| <b>Mathematics</b>   | 0                            |
| <b>Science</b>   | 0                            |
| <b>Social Science</b>  | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 3                            |

## Professional Development

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

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

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