

# Williams Jr/Sr High School

## 2021 School Accountability Report Card

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

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<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>	Ramon C. Cusi , Principal
<b>Email Address</b>	rcusi@williams.k12.ca.us
<b>School Website</b>	whs.williamsusd.net
<b>County-District-School (CDS) Code</b>	06 61622 0637504

## 2021-22 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

## 2021-22 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: rcusi@williams.k12.ca.us

### 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.

## 2021-22 School Overview

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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	115
Grade 8	101
Grade 9	108
Grade 10	114
Grade 11	86
Grade 12	85
<b>Total Enrollment</b>	<b>609</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	0.2
Hispanic or Latino	96.1
Two or More Races	0.3
White	1.8
English Learners	30.4
Homeless	10
Socioeconomically Disadvantaged	91.6
Students with Disabilities	12.2

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 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 English 7 English 8 English 9 English 10 English 11 English 12 AP English Language AP English Lit.	Yes	0
<b>Mathematics</b>	MATHEMATICS CPM Math 7 Math 8 Algebra I Geometry Algebra II	No	0

	Pre-Calculus Personal Finance		
<b>Science</b>	SCIENCE 2019 Science 7 Science 8 Intro to Ag Bio Ag & Soil Chem Forensic Science Biology Chemistry Botany/Zoology Physics	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	SPANISH 2020 Spanish I Spanish II Spanish III AP Spanish Language Spanish 1 Nat. Spk Spanish 2 Nat. Spk	Yes	0
<b>Health</b>	HEALTH- rotating courses by semester 2020 Teen Health Health	No	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## 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**

2021 October 6

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			331-Wallboard northwest quadrant peeling 302-Southside baseboard section missing 319-Ceiling tiles need replacement, center beam need paint High School Office-base board missing

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	301-Florescent light out 303-Duplex cover Northeast ceiling missing 305-Light switch malfunction 309-Florescent light out 316-Florescent bulbs out 321-Florescent light bulb out 323- Electrical outlet not secure 325-T-4 Light Out 327-Light bulbs out 329-Light bulbs out 334-One florescent bank out High School Office-Men's staff bathroom light diffuser missing North Girls Bathroom-Light fixture diffuser missing Boys Locker Room-Fluorescent lights out Girls Locker Room-Fluorescent lights out South Boys Bathroom-Fluorescent lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		312-Soffit leaking (roof) 313-Soffit leaking (roof) 319-dry rot on skirt 321-T-III dry rot north side 322-T-III siding dry rot south side, paint peeling 323-T-III siding dry rot south side, ramp needs paint 327-T-III siding east side dry rot 331-West side T-III siding dry rot 334- soffit dry rot 335-Graffiti on west exterior
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	301-Door delaminating from water damage 302-Door delaminating 304-Door delaminating 305-Door delaminating District Office - Door Needs Paint 309-Door delaminating 310-Door delaminating

## School Facility Conditions and Planned Improvements

				<p>311-Door delaminating</p> <p>312-Door lock/lever malfunction needs replacement</p> <p>320-Ramp needs paint</p> <p>321-Ramp needs paint</p> <p>322-Ramp needs paint</p> <p>323-Ramp needs paint</p> <p>332-Ramp needs paint</p> <p>333-Ramp needs paint</p> <p>334-Ramp needs paint</p> <p>335-Ramp needs paint</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	8	2.67	97.33	--
Female	128	1	0.78	99.22	--
Male	172	7	4.07	95.93	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	291	8	2.75	97.25	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	2	1.65	98.35	--
Foster Youth	--	--	--	--	--
Homeless	72	2	2.78	97.22	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	8	2.99	97.01	--
Students Receiving Migrant Education Services	20	0	0	100	--
Students with Disabilities	41	8	19.51	80.49	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	8	2.67	97.33	--
Female	128	1	0.78	99.22	--
Male	172	7	4.07	95.93	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	291	8	2.75	97.25	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	2	1.65	98.35	--
Foster Youth	--	--	--	--	--
Homeless	72	2	2.78	97.22	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	8	2.99	97.01	--
Students Receiving Migrant Education Services	20	0	0.00	100.00	--
Students with Disabilities	41	8	19.51	80.49	--

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

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

Renaissance STAR Reading/Math Student Groups	Renaissance STAR Reading/Math Total Enrollment	Renaissance STAR Reading/Math Number Tested	Renaissance STAR Reading/Math Percent Tested	Renaissance STAR Reading/Math Percent Not Tested	Renaissance STAR Reading/Math Percent At or Above Grade Level
All Students	295	278	94%	6%	19%
Female	125	119	95%	5%	24%
Male	170	159	94%	6%	16%

<b>American Indian or Alaska Native</b>	2	2	100%	0%	50%
<b>Asian</b>	3	3	100%	0%	0%
<b>Black or African American</b>	0	0	0%	0%	0%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	269	269	100%	0%	20%
<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>	4	4	100%	0%	0%
<b>English Learners</b>	116	116	116%	0%	2%
<b>Foster Youth</b>	0	0	0%	0%	0%
<b>Homeless</b>	33	33	100%	0%	12.00%
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	268	268	100%	0%	19%
<b>Students Receiving Migrant Education Services</b>	19	19	100%	0%	5%
<b>Students with Disabilities</b>	41	41	100%	0%	5%

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

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

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

<b>Renaissance STAR Reading/Math Student Groups</b>	<b>Renaissance STAR Reading/Math Total Enrollment</b>	<b>Renaissance STAR Reading/Math Number Tested</b>	<b>Renaissance STAR Reading/Math Percent Tested</b>	<b>Renaissance STAR Reading/Math Percent Not Tested</b>	<b>Renaissance STAR Reading/Math Percent At or Above Grade Level</b>
<b>All Students</b>	295	278	94%	6%	34%
<b>Female</b>	125	119	95%	5%	38%
<b>Male</b>	170	159	94%	6%	31%
<b>American Indian or Alaska Native</b>	2	2	100	0	50
<b>Asian</b>	3	3	100%	0%	67%
<b>Black or African American</b>	0	0	0%	0%	0%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	269	269	100%	0%	34%
<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>	4	4	100%	0%	0%
<b>English Learners</b>	116	110	100%	0%	10%
<b>Foster Youth</b>	0	0	0%	0%	0%

<b>Homeless</b>	33	33	100%	0%	21%
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	268	268	100%	0%	31%
<b>Students Receiving Migrant Education Services</b>	19	19	100%	0%	11%
<b>Students with Disabilities</b>	41	41	100%	0%	5%

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

## CAASPP Test Results in Science for All Students

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

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	NT	NT	NT	NT
Female	52	NT	NT		
Male	55	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	102	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	13	NT	NT	NT	NT

## 2020-21 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))

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	348
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	9.1

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.47
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	56.41

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

## 2021-22 Opportunities for Parental Involvement

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



## 2021-22 Opportunities for Parental Involvement

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	3.6	4.9	0.0	4.1	6.0	9.0	8.9	9.4
Graduation Rate	98.7	95.2	89.0	98.9	94.9	88.0	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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
All Students	82	73	89.0
Female	42	38	90.5
Male	40	35	87.5
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	79	70	88.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--

English Learners	19	11	57.9
Foster Youth	0.0	0.0	0.0
Homeless	12	9	75.0
Socioeconomically Disadvantaged	80	71	88.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	627	618	92	14.9
Female	292	288	34	11.8
Male	335	330	58	17.6
American Indian or Alaska Native	1	1	0	0.0
Asian	9	9	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	599	591	88	14.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	15	14	4	28.6
English Learners	202	197	39	19.8
Foster Youth	3	3	2	66.7
Homeless	76	72	20	27.8
Socioeconomically Disadvantaged	576	567	88	15.5
Students Receiving Migrant Education Services	51	47	8	17.0
Students with Disabilities	80	78	19	24.4

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	10.50	0.96	6.54	0.43	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	13.64	7.10	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.96	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.79	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.83	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	6.67	0.00
<b>English Learners</b>	1.98	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	2.63	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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

In partnership with parents and the community, to provide a safe educational environment which encourages responsibility, accountability and challenges all students to become motivated lifelong learners .

The Williams Unified School District Comprehensive School Safety Plan (CSSP) provides a guide to school safety related data and to the procedures administrators, faculty, 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.

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

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

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

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

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

Drill dates for school year 21-22:

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

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

Shelter in Place Drill: November 17, 2021

Lockdown Drill: February 9, 2022

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	23	12	26	1
Mathematics	26	5	21	4
Science	25	5	13	
Social Science	21	12	13	1

## 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		

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	609

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0.9
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,372.26	\$658.57	\$6,713.69	\$72,419.92
District	N/A	N/A	\$12,358.94	\$70,764
Percent Difference - School Site and District	N/A	N/A	-59.2	2.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-22.8	1.2

## 2020-21 Types of Services Funded

School Supports

We use the Multi Tiered Support System (MTSS)

All students receive basic instructional practices, PBIS SWARM rewards and behavior supports, and SWARM Time for support in their daily schedule.

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

Third Tier: Special Education and Behavior Support Plans

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,497	\$45,813
<b>Mid-Range Teacher Salary</b>	\$68,124	\$70,720
<b>Highest Teacher Salary</b>	\$102,155	\$93,973
<b>Average Principal Salary (Elementary)</b>	\$110,513	\$111,613
<b>Average Principal Salary (Middle)</b>	\$0	\$119,477
<b>Average Principal Salary (High)</b>	\$112,314	\$120,270
<b>Superintendent Salary</b>	\$153,520	\$150,704
<b>Percent of Budget for Teacher Salaries</b>	31%	29%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 2020-21 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>	22.7
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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
<b>Computer Science</b>	0
<b>English</b>	4
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	4
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	8

## 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

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

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

# Williams Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

### 2021-22 District Contact Information

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



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

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

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

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

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

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

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