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

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

2022-23 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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

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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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	October 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		312 - Carpet and 4" vinyl baseboard needs replacement 315 - Carpet needs 320 - Carpet replacement necessary 322 - Carpet replacement 331 - Carpet needs replacement due to excessive food consumption
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			329 - Clutter on floor, books, etc. 331 - Carpet needs replacement due to excessive food consumption
Electrical	X			311 - Florescent light out 331 - Too many electrical cooking devices
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		319 - Exterior entrance ramp needs paint 320 - Exterior ramps, paint 321 - Exterior ramp, painting 322 - Exterior ramp, painting 323 - Exterior ramp, painting 327, 330, 332, 333, 334, 335 - Ramp needs paint 331
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		301, 302, 303, 304, 305 - Door is delaminating

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	24	N/A	47
Mathematics (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
All Students	336	324	96.43	3.57	21.43
Female	148	143	96.62	3.38	23.24
Male	188	181	96.28	3.72	20.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	319	309	96.87	3.13	21.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	152	149	98.03	1.97	6.80
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	300	290	96.67	3.33	20.14
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	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
All Students	332	317	95.48	4.52	6.94
Female	148	141	95.27	4.73	5.67
Male	184	176	95.65	4.35	7.95
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	315	302	95.87	4.13	6.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	150	144	96.00	4.00	2.78
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	298	285	95.64	4.36	5.96
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	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
Science (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
All Students	289	273	94.46	5.54	5.15
Female	134	126	94.03	5.97	4.8
Male	155	147	94.84	5.16	5.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	277	262	94.58	5.42	4.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	94	91	96.81	3.19	0
Foster Youth	0	0	0	0	0
Homeless	12	9	75	25	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	243	94.92	5.08	4.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	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.

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

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 question's 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
Beginning Teacher Salary	$47,497	$46,419
Mid-Range Teacher Salary	$68,124	$69,902
Highest Teacher Salary	$102,155	$97,912
Average Principal Salary (Elementary)	$115,097	$111,731
Average Principal Salary (High)	$116,972	$122,212
Superintendent Salary	$153,520	$150,971
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered 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
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	35