

Williams Primary Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|--|---|
| School Name | Williams Primary Elementary School |
| Street | 1404 E St. |
| City, State, Zip | Williams, CA 95987-0007 |
| Phone Number | (530) 473-2885 |
| Principal | Michelle Jorge |
| Email Address | mjorge@williamsusd.net |
| School Website | https://wes.williamsusd.net |
| Grade Span | K-3 |
| County-District-School (CDS) Code | 06 61622 6003552 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

About Our School

Williams Primary Elementary School has a positive culture and a staff with a growth mindset. Our school goals are to improve achievement in English Language Arts, Math, and English Language Development, and to increase parent involvement. Progress indicators for achievement are based on the i-Ready assessment. These indicators are monitored 3 times per year. Progress on the CAASPP and ELPAC are monitored annually. Progress indicators for parent involvement are attendance at meetings and school functions, and a parent survey.

2025-26 School Description and Mission Statement

Schoolwide programs at this site are one-to-one student Chromebooks for blended learning and Sobrato Early Academic Language (SEAL) which is inclusive of all students by creating an environment where children engage collaboratively in rigorous, joyful, content and language-rich learning that supports all learners. To address student socio-emotional needs, we use the Satchel-Pulse SEL Screener, PeaceBuilders anti-bullying program and Positive Behavioral Interventions and Supports (PBIS). We also have a schoolwide Reading Intervention program designed to meet the need of ALL learners, from struggling to above grade level.

As the Principal of Williams Elementary School, I am committed to helping all of our students achieve and receive a high quality educational program that will prepare them to be contributing members of society after successfully graduating from high school. Key to completing this goal is getting all educational partners on board to support our students both while they are in school and while they are home. As an educational partner, you are encouraged to become an active member of our school community. All of us, working together as a team can create a climate where students can learn, teachers can teach, and we make a difference in the lives of our students.

Michelle Jorge

Principal
Williams Elementary

School Description and Mission Statement

Mission statement:

The Williams Unified School District, in collaboration with their students, parents, educators, and the community is committed to providing all students with a sense of belonging and a meaningful education that prepares them to be contributing members of a multi-ethnic, multi-cultural society.

Williams is a small, rural farming community approximately 60 miles north of Sacramento. The Williams community has seen a small, but steady housing growth for the past 10 years. Located in our district is a migrant camp which houses farm labor families from mid-May to mid-November each year. The migrant population makes up 13% of our school population, but only about 7% actually live in the migrant camp.

Williams Elementary School's focus is on language and literacy through the Sobrato Early Academic Language model (SEAL). It is through this model that all faculty, Transitional Kindergarten to the 3rd grade, receive professional development through workshops sessions, coaching, and collaborative planning. We are currently in Year 9 of implementation for TK/ Kindergarten and 1st grade, and Year 8 for 2nd and 3rd grades. We have implemented several additional intervention programs with the goal of increasing student performance in both reading and math, as well.

About this School

| 2024-25 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Transitional Kindergarten (TK) | 35 |
| Kindergarten | 123 |
| Grade 1 | 94 |
| Grade 2 | 94 |
| Grade 3 | 96 |
| Total Enrollment | 407 |

| 2024-25 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 49.1 |
| Male | 50.9 |
| Asian | 2.2 |
| Black or African American | 0.2 |
| Hispanic or Latino | 95.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 2.2 |
| English Learners | 67.3 |
| Homeless | 11.5 |
| Migrant | 11.3 |
| Socioeconomically Disadvantaged | 86.5 |
| Students with Disabilities | 14.3 |

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.

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) | 19.5 | 95.12 | 57.1 | 87.76 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 4.88 | 3 | 4.61 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 1.3 | 2.04 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 2.1 | 3.33 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 1.4 | 2.24 | 15831.9 | 5.67 |
| Total Teaching Positions | 20.5 | 100 | 65.1 | 100 | 279044.8 | 100 |

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.

2022-23 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) | 19.5 | 90.7 | 53.8 | 87.12 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 3.3 | 5.42 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 1.1 | 1.86 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2 | 9.3 | 3.4 | 5.58 | 14303.8 | 5.15 |
| Total Teaching Positions | 21.5 | 100 | 61.7 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 21 | 91.3 | 56.4 | 87.06 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1 | 4.35 | 1 | 1.54 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 4.35 | 5.5 | 8.51 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 0.8 | 1.26 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 1 | 1.59 | 13705.8 | 4.91 |
| Total Teaching Positions | 23 | 100 | 64.8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 1 | 1 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2025 |
|---|--|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | McGraw-Hill/Wonders / McGraw-Hill Maravillas | 0 |
| Mathematics | Houghton Mifflin Go Math Houghton Mifflin Go Math Spanish | 0 |
| Science | Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies. | 0 |
| History-Social Science | Williams Elementary students are using the Sobrato Early Academic Language (SEAL) model for language and literacy, and science and social studies. | 0 |

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

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 | | August 2025 | | |
|---|-----------|-------------|-----------|--|
| 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 | | 104: Outlet needs cover, Health Clerk Office: missing ceiling tiles, leak in roof, stained tiles, Library - missing flooring, needs paint. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | 113: Needs paint, 115: Ants |
| Electrical | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--------------------------------------|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 130 and 131: Drinking fountain loose |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | 113: Siding replaced |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 22 | 31 | 30 | 30 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 26 | 26 | 13 | 13 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 96 | 95 | 98.96 | 1.04 | 30.53 |
| Female | 54 | 53 | 98.15 | 1.85 | 33.96 |
| Male | 42 | 42 | 100.00 | 0.00 | 26.19 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 90 | 89 | 98.89 | 1.11 | 30.34 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----|----|--------|------|-------|
| White | -- | -- | -- | -- | -- |
| English Learners | 66 | 66 | 100.00 | 0.00 | 22.73 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 81 | 80 | 98.77 | 1.23 | 28.75 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 17 | 16 | 94.12 | 5.88 | 12.50 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--|-------------------------------------|--------------------------------------|--|---|
| All Students | 96 | 95 | 98.96 | 1.04 | 26.32 |
| Female | 54 | 53 | 98.15 | 1.85 | 30.19 |
| Male | 42 | 42 | 100.00 | 0.00 | 21.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 90 | 89 | 98.89 | 1.11 | 26.97 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 66 | 66 | 100.00 | 0.00 | 24.24 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|-------|------|-------|
| Socioeconomically Disadvantaged | 81 | 80 | 98.77 | 1.23 | 21.25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 17 | 16 | 94.12 | 5.88 | 12.50 |

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | | | 11.4 | 10.84 | 30.73 | 32.52 |

| 2024-25 CAASPP Test Results in Science by Student Group | | | | | |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. | | | | | |
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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.

| 2024-25 California Physical Fitness Test Participation Rates | | | | | |
|---|----------------------------------|--|---|---|-----------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 |

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.

2025-26 Opportunities for Parental Involvement

At Williams Elementary School, parents have several opportunities to be involved in their children’s education. Parents can join one of our formal parent organizations such as the School Site Council, ELAC, or PTO. WES encourages and supports the participation of parents, teachers, staff members and community members to these meetings. Parents are also encouraged to attend Parent Nights where families learn how to work with their students in the areas of reading or math. Parents of students in the Dual Immersion program work directly with teachers to support student success in the program.

| 2024-25 Chronic Absenteeism by Student Group | | | | |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 428 | 424 | 85 | 20.0 |
| Female | 207 | 206 | 36 | 17.5 |
| Male | 221 | 218 | 49 | 22.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 11 | 11 | 4 | 36.4 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 401 | 397 | 76 | 19.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 14 | 14 | 5 | 35.7 |
| English Learners | 288 | 288 | 55 | 19.1 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 54 | 53 | 15 | 28.3 |
| Socioeconomically Disadvantaged | 378 | 374 | 80 | 21.4 |
| Students Receiving Migrant Education Services | 50 | 50 | 14 | 28.0 |
| Students with Disabilities | 76 | 76 | 21 | 27.6 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.91 | 2.84 | 0.93 | 4.59 | 6.93 | 6.23 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.22 | 0 | 0.07 | 0.14 | 0.15 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.93 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.81 | 0.00 |
| Non-Binary | 0.00 | 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 | 0.75 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 7.14 | 0.00 |
| English Learners | 0.69 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.06 | 0.00 |
| Students Receiving Migrant Education Services | 4.00 | 0.00 |
| Students with Disabilities | 1.32 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Williams Unified School District Comprehensive School Safety Plan has been reviewed and updated by the District Task Force composed of administrators, teachers and classified staff members. The plan has been reviewed by the Williams Police Department. The plan was approved by the Elementary School Site Council December 10, 2025.

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.

2025-26 School Safety Plan

-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 monthly fire drills, twice yearly earthquake drills, one shelter in place drills and one lockdown drill.

Drill dates for school year 25-26

Fire Drills: Fire drills are held monthly, September 2025-May 2026

Earthquake Drills: October 2025, January 2026

Shelter in Place Drill: November 2025

Lockdown Drill: February 2026

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 2 | 4 | 0 |
| 1 | 21 | 1 | 3 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 20 | 4 | 1 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 19 | 1 | 0 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 20 | 1 | 4 | 0 |
| 1 | 22 | 0 | 4 | 0 |
| 2 | 23 | 0 | 4 | 0 |
| 3 | 19 | 4 | 1 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 19 | 1 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | | 3 | |
| 1 | 23 | | 4 | |
| 2 | 24 | | 4 | |
| 3 | 19 | 4 | 1 | |
| Other | 21 | | 1 | |

2024-25 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 | 870 |

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$11,439.39 | \$2,368.03 | \$9,071.36 | \$89,912.33 |
| District | N/A | N/A | \$15,957.87 | \$85,475 |
| Percent Difference - School Site and District | N/A | N/A | -55.0 | 5.1 |
| State | N/A | N/A | \$11,146 | \$86,335 |
| Percent Difference - School Site and State | N/A | N/A | -20.5 | 4.1 |

Fiscal Year 2024-25 Types of Services Funded

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

SEAL

Sobrato Early Academic Language model to support all students' language and literacy skills, with a specific focus on English Language Learners. The Sobrato Early Academic Language model is anchored by six research – based foundational components: 1. Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success. 2. Simultaneous academic language and literacy (including bilingual options) 3. Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary. 4. Text rich curriculum and environments that engage children. 5. Language development through academic thematic units based upon science and social studies standards. 6. An affirming learning environment.

Instruction/ Teaching

Teachers meet weekly in Grade Level Teams using protocols and processes to make data driven decisions and inform

Fiscal Year 2024-25 Types of Services Funded

instruction regarding student outcomes. Williams Elementary School teachers continue the work of prioritizing content standards, developing yearly pacing guides, and common formative and summative assessments. Their work includes examining priority and supporting standards in ELA, updating and refining pacing guides (scope and sequence), and creating assessments. Teachers also create rubrics to guide student learning and scoring outcomes. Teachers work collaboratively to identify areas of student need, and implement data driven decisions to address those needs.

Social Emotional

Social and Emotional Learning (SEL) is funded through various resources such as site based funds, and district LCAP funds. The focus of SEL is to develop and support the 21st Century skills necessary for all students to be college, career, and community ready upon graduation. Currently, Williams Elementary School uses the Satchel-Pulse SEL Screener and Second Step to address the social and emotional developmental needs of students. In addition, initiatives such as PeaceBuilders, Positive Behavioral Interventions and Supports (PBIS), and recognition and awards ceremonies are used to support a healthier, positive, and safe learning environment.

Parent Engagement

Parent Engagement is an important aspect of the educational program at Williams Elementary School. Parents have numerous opportunities to participate and be involved at school. Workshops and Parent Nights are also part of the services provided to support parent engagement.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$55,221 | \$54,773 |
| Mid-Range Teacher Salary | \$79,202 | \$78,981 |
| Highest Teacher Salary | \$118,767 | \$117,337 |
| Average Principal Salary (Elementary) | \$129,915 | \$128,425 |
| Average Principal Salary (Middle) | | \$137,947 |
| Average Principal Salary (High) | \$132,033 | \$138,809 |
| Superintendent Salary | \$197,306 | \$176,162 |
| Percent of Budget for Teacher Salaries | 28.64% | 24.71% |
| Percent of Budget for Administrative Salaries | 4.58% | 5.91% |

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
 SY 23-24 Full Days 3, Partial Days 32
 SY 24-25 Full Days 3, Partial Days 28
 SY 25-26 Full Days 3, Partial Days 29

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

Professional Development

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 35 | 31 | 32 |