

# Williams Upper 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 Upper Elementary School
Street	300 Eleventh St.
City, State, Zip	Williams, CA 95987
Phone Number	530-473-5304
Principal	
Email Address	
School Website	<a href="https://wue.williamsusd.net">https://wue.williamsusd.net</a>
Grade Span	4-6
County-District-School (CDS) Code	06616220118729

## 2025-26 District Contact Information

District Name	Williams Unified School District
Phone Number	(530) 473-2550
Superintendent	Sandra Ayón, Ed.D., Superintendent
Email Address	<a href="mailto:sayon@williamsusd.net">sayon@williamsusd.net</a>
District Website	<a href="http://www.williamsusd.net">www.williamsusd.net</a>

## 2025-26 School Description and Mission Statement

It is the mission of the Williams Upper Elementary School to ensure full access to learning. All students will practice communication, collaboration, critical thinking and creativity daily.

Williams Upper 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 the 3 diagnostic assessment windows. The results are analyzed each trimester to measure growth and also to identify areas that need more support. Progress on the annual CAASPP and ELPAC are monitored annually. Progress indicators for parent involvement are attendance at meetings and school functions, and a parent

2025-26 School Description and Mission Statement

survey.

Schoolwide programs at this site include: one-to-one student laptops for blended learning experiences, iReady for assessment and subsequent data analysis during teacher collaboration, and Sobrato Early Academic Language (SEAL). WUES strives to create an environment where children engage together in rigorous, joyful, content and language-rich learning. WUES staff work to help all learners through Character Counts, SEL screening/curriculum and regular, on-site professional development for teachers. We also have a schoolwide Reading Intervention/Incentive program designed to meet the need of ALL learners, from those who are struggling to those students who are above grade level. We now share a school counselor with WES to add support to our SEL efforts.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	92
Grade 5	97
Grade 6	100
Total Enrollment	289

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.3
Asian	1
Hispanic or Latino	96.5
Two or More Races	0.3
White	1.7
English Learners	64
Foster Youth	0.7
Homeless	14.2
Migrant	11.1
Socioeconomically Disadvantaged	92
Students with Disabilities	17.6

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.4	92.58	57.1	87.76	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	7.42	3	4.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1.3	2.04	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2.1	3.33	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1.4	2.24	15831.9	5.67
<b>Total Teaching Positions</b>	13.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.5	84	53.8	87.12	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	16	3.3	5.42	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.1	1.86	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	3.4	5.58	14303.8	5.15
<b>Total Teaching Positions</b>	12.5	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)	11	84.62	56.4	87.06	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	15.38	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
<b>Total Teaching Positions</b>	<b>13</b>	<b>100</b>	<b>64.8</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

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	1	1
Vacant Positions	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>2</b>	<b>2</b>

## 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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	<b>0</b>

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.3	14.2
<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)	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

Benchmark Advance is the English Language Arts adoption. This series is very high interest and uses many primary sources to provide engaging instruction. The format is made up of several workbooks that can be annotated by the students as they work through the material. This format is very different from the traditional textbook format and allows for the student to fully interact with the text. Reveal math, which is used in 4th and 5th grade, is a colorful, high interest series that steps away from the traditional math text. This series uses fewer problems, but asks the students to think deeper about their solution strategies. 6th grade uses College Prep Math.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance	0.00%
<b>Mathematics</b>	McGraw-Hill Reveal Math (4th and 5th) 6th Grade - CPM Math - adopted 2016	0.00%
<b>Science</b>	Inspire Science (SEAL strategies used)	0.00%
<b>History-Social Science</b>	Social Studies Weekly (SEAL strategies used)	0.00%
<b>Foreign Language</b>	N/A	0.00%
<b>Health</b>	N/A	0.00%
<b>Visual and Performing Arts</b>	N/A	0.00%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0.00%

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. The playground has been resurfaced and a digital marquee has been installed in front of the school.

Year and month of the most recent FIT report

August 2025

School Facility Conditions and Planned Improvements

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			Girls N. & S., Boys S. Bathrooms - holes in walls w/ and w/o screws to be repaired, Boys S. Bathroom - missing tile on south side Girls S. Bathroom - lock issue in 1st stall
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		210, 211, 212 - South exterior needs paint
<b>Structural:</b> Structural Damage, Roofs	X			210 - Rust on bottom east skirt
<b>External:</b> 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)	23	25	30	30	47	48
Mathematics (grades 3-8 and 11)	12	11	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	288	284	98.61	1.39	24.65
Female	145	145	100.00	0.00	23.45
Male	143	139	97.20	2.80	25.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	278	275	98.92	1.08	25.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	150	148	98.67	1.33	8.78
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	8.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	267	263	98.50	1.50	23.95
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	55	52	94.55	5.45	5.77

### 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	288	284	98.61	1.39	10.92
Female	145	145	100.00	0.00	6.21
Male	143	139	97.20	2.80	15.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	278	275	98.92	1.08	11.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	150	148	98.67	1.33	2.70
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	267	263	98.50	1.50	9.89
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	55	52	94.55	5.45	3.85

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)	13.04	10	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	93	90	96.77	3.23	10.00
Female	53	53	100.00	0.00	9.43
Male	40	37	92.50	7.50	10.81
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	89	87	97.75	2.25	10.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	48	97.96	2.04	2.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	82	96.47	3.53	9.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	17	89.47	10.53	0.00

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
Grade 5	96.8	95.7	93.5	95.7	95.7

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

- The school does the following to increase parent involvement:
- 1. Sneak a Peek before the school year begins
  - 2. Back to School Night
  - 3. Monthly Character Counts assemblies and Trimester grades awards assemblies
  - 4. Open House in the spring
  - 5. Monthly newsletters, school website, parent letters, Parent Square, and digital marquee all provide ways to communicate with families.
  - 6. Associated Student Body will work collaboratively to enhance school programs and facilities
  - 7. Parent education events are held 3 times a year.
  - 8. Updates and school news to be sent home on a regular basis
  - 9. California Association for Bilingual Education (CABE) Parents are invited to attend and the district subsidizes their participation.
  - 10. Volunteerism for fundraising
  - 11. School Site Council (SSC)
  - 12. Parent focus groups to help develop and support mission and vision of WUSD
  - 13. Parent Teacher Organization
  - 14. English Learner Advisory Committee (ELAC)

All interested parents are invited to attend these meetings. Their suggestions and/or feedback are solicited, encouraged and welcomed.

School Site Council meets quarterly to evaluate and revise the Single School Plan.

English Learner Advisory Committee meets to evaluate the English Language development programs.

PTO-Parent Teacher Organization meets, at least quarterly, during the school year to discuss fundraising for new and ongoing projects, the sale of spirit wear, seasonal festivals etc.

WUES is fortunate to have many bilingual staff members which facilitates clear communication with our Spanish speaking parents and students.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	297	296	48	16.2
Female	149	149	17	11.4
Male	148	147	31	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	285	45	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	191	190	26	13.7
Foster Youth	--	--	--	--
Homeless	43	43	8	18.6
Socioeconomically Disadvantaged	276	275	46	16.7
Students Receiving Migrant Education Services	33	33	4	12.1
Students with Disabilities	59	59	10	16.9

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
4.05	3	4.71	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	0.34	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	4.71	0.34
Female	0.67	0.00
Male	8.78	0.68
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	4.55	0.35
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.19	0.52
Foster Youth	0.00	0.00
Homeless	4.65	0.00
Socioeconomically Disadvantaged	4.71	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.08	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 Upper Elementary School Site Council November 28, 2023.

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

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

District Staff uses the Catapult Emergency Management System as a safety communication tool. Staff is able to report an incident, account for students, monitor ongoing communication, ask 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 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 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	24	0	4	0
5	23	0	4	0
6	24	0	4	0
Other	0	0	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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	24	1	4	0
5	23	1	4	0
6	23	0	4	0
Other	0	0	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
4	22	1	4	
5	23	1	4	
6	23	1	4	

## 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	580

## 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	0.8

## 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	\$9,271.55	\$1,256.78	\$8,014.77	\$92,752.30
District	N/A	N/A	\$15,957.87	\$85,475
Percent Difference - School Site and District	N/A	N/A	-66.3	8.2
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-32.7	7.2

## Fiscal Year 2024-25 Types of Services Funded

Second Step  
 ASES  
 Music  
 After school intervention

Fiscal Year 2024-25 Types of Services Funded

Physical Education teacher for elementary grades  
Reading intervention during the school day

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/csl/>.

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 23-24 Full Days 3, Partial Days 32  
SY 24-25 3 Full days and 28 early release Mondays  
SY 25-26 3 Full days and 29 early release Mondays  
iReady, Math Strategies, Classroom Walkthroughs: student engagement, literacy rich environment, instructional practices, and learning environment, SEAL UDD, PBIS

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

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