

# FRED L. WILLIAMS ELEMENTARY SCHOOL

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



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

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	FRED L. WILLIAMS ELEMENTARY SCHOOL
<b>Street</b>	4300 Anchorage Street
<b>City, State, Zip</b>	Oxnard, CA 93033
<b>Phone Number</b>	(805) 488-3541
<b>Principal</b>	Maria Granado
<b>Email Address</b>	mgranado@hueneme.org
<b>School Website</b>	<a href="http://williams.hueneme.org/">http://williams.hueneme.org/</a>
<b>County-District-School (CDS) Code</b>	56-72462-6055057

## 2022-23 District Contact Information

<b>District Name</b>	HUENEME ELEMENTARY SCHOOL DISTRICT
<b>Phone Number</b>	(805) 488-3588
<b>Superintendent</b>	Dr. Christine Walker
<b>Email Address</b>	cwalker@hueneme.org
<b>District Website Address</b>	www.hueneme.org

## 2022-23 School Overview

Fred L. Williams Elementary School was established as a part of the Hueneme Elementary School District on September 11, 1967. Based on 2021-22 enrollment data, our student population was composed of 568 students. Our demographic breakdown was: 87% Hispanic or Latino, 8% Filipino, 1% Asian-Pacific Islander, 1% African American, 1% White and 2% Mixed Race. Williams qualifies as a Title I School with a socio-economically disadvantaged (SED) percentage of 89%. This increase is based on our 2021-22 CDE Data Quest information. All students at Williams School qualify for free breakfast and lunch through the Community Eligibility Program. During the 2021-22 school year, 57% of our students were classified as English Learners, while 10% Reclassified as Fluent English Proficient. Our English Learner Support Teacher provides services to our newcomers, English learners and provides ELD classroom support and professional learning to our certificated team. Less than 1% of our students qualify as Migrant & Title III Eligible, 9% as Special Education and eligibility for our Gifted and Talented program (GATE) has dropped to about 2%. Williams has the support of a full-time counselor and a part-time social-emotional support specialist to provide assistance with students' social-emotional learning (SEL) and academic goal setting. In addition, a reading interventionist works with struggling second grade readers by providing small group instruction during the regular school day. We share our school nurse with two other elementary schools in the district; however, a full-time health clerk is available to support students on a daily basis. Our administrative team consists of the school principal.

The VISION of the Hueneme Elementary School District is to move our district forward by "Inspiring and empowering all students to thrive every day." Our district's MISSION guides our schools with the purpose that "We will Inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment." At school, we ask our Williams Wildcats to make a commitment to the school by following our MOTTO: "Williams Wildcats are Respectful, Kind and Responsible."

Planning for the school year begins every summer as our MTSS team collaborates and reviews data from our California Health Kids Survey and Panorama SEL Survey. Our most recent results indicated three main areas needing improvement which were: teacher-student relationships, student self-efficacy and grit. In order to improve upon the area of teacher-student relationships and further assist students with their social-emotional well being, the team agreed that Social Emotional Learning efforts would become a Tier 1 support; applying to every classroom on campus. The aim is a focus on improving school culture, community building, and the development of a school behavior support plan. Student self-efficacy efforts focus on a student's belief that

## 2022-23 School Overview

they can succeed in achieving their academic outcomes. Strategies to improve self-efficacy focus on growing our extended school day opportunities and student leadership opportunities. Grit was also an area of focus this year. Teaching students to persevere through setbacks in order to reach long-term goals is the essence of grit. By offering students tools such as growth mindset activities and increasing their access to social-emotional supports such as Second Step lessons; social skill building via counseling groups and extra-curricular activities; anti-bullying and character building assemblies; and offering more parent learning opportunities by way of partnerships with neighboring schools, our Healthy Start social worker team and other community partners; we look forward to making positive growth in this area too.

In an effort to address our students' academic needs, we are offering strategic accelerated and intervention opportunities before, during and after school. We have a new baseline to improve upon based on our 2022 English Language Arts and Math CAASPP results. In addition, we will continue use of easyCBM reading/math screener results, report card grades, progress monitoring data and other local measures to streamline students into small group opportunities. Our MTSS Team, Williams Leadership Team and district specialists will make recommendations for expanded learning opportunities for struggling students in the areas of reading, math, homework support, enrichment and sports teams. We have added a Transitional Kindergarten (TK) class and offer extended day in both our TK and Kindergarten programs in order to set up students for success. Our Acceleration teachers will continue providing reading and math support to struggling students in grades 1-5. We will continue offering staff professional learning days and after school trainings to enhance our reading and mathematics curriculum and offer more assistance and encouragement to our Williams students.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	97
Grade 2	91
Grade 3	95
Grade 4	101
Grade 5	94
Total Enrollment	568

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.0
Asian	0.7
Black or African American	0.2
Filipino	8.3
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.1
White	1.2
English Learners	56.5
Foster Youth	0.2
Homeless	7.2
Migrant	1.1
Socioeconomically Disadvantaged	88.6
Students with Disabilities	9.3



### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.70	100.00	321.20	95.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.90	0.29	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.10	0.94	12115.80	4.41
<b>Unknown</b>	0.00	0.00	12.10	3.59	18854.30	6.86
<b>Total Teaching Positions</b>	26.70	100.00	337.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.60	100.00	347.70	94.24	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.54	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	4.00	1.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	3.70	1.02	11953.10	4.28
<b>Unknown</b>	0.00	0.00	11.40	3.11	15831.90	5.67
<b>Total Teaching Positions</b>	27.60	100.00	369.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<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)	0.00	0.00

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

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. We have no students in this district who lack their own assigned textbooks and instructional materials. With the adoption of the California Common Core Standards, teachers are pulling in resources from several sources that include (but are not limited to) integrated unit curriculum and authentic assessments developed in collaboration with the Ventura County Office of Education (VCOE), Next Generation Science Standards (NGSS), Mystery Science, Scholastic News, non-fiction literature, designated and integrated English Language Development (ELD) materials and other on-line resources. We are continuing to implement our adopted ELA/ELD curriculum through McGrawHill (CA Wonders). We are also continuing to implement the Lucy Calkins Writer's Workshop as part of our ELA writing block.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections 2017	Yes	0
<b>Mathematics</b>	K-5 Pearson enVisionMATH Common Core, 2015 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
<b>Science</b>	K-5 TCI Bring Science Alive!, 2018 6-8 Activate Learning, IQWST California Integrated Edition, 2018	Yes	0
<b>History-Social Science</b>	K-5 Savvas Learning Company, myWorld Interactive Social Studies, 2019 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0

## School Facility Conditions and Planned Improvements

Williams School underwent a large HVAC, electrical and fire alarm update during 2021. Every classroom is now equipped with new heating and air conditioning units. In order to accommodate the new HVAC system, the electrical infrastructure was also updated. We are also operating a new fire alarm throughout the school. We continue to work with our FOT partners to maintain our school facilities to a high standard. Our head custodian takes the lead on emergency repairs and maintenance during the school day. Two night custodians maintain our school after hours. Our buildings are over 50 years old but their appearance is clean, neat and orderly. Every effort is made to remove graffiti and repair any vandalism as it occurs. In addition, a network of 20 video security cameras provides additional security to our staff and students. Williams is inspected regularly for safety hazards and cleanliness. In collaboration with our district partners, we work to ensure that our facilities are maintained in a manner that assures function, cleanliness and safety. Our most recent FIT report indicated only minor issues, all of which have been addressed by our maintenance partners.

**Year and month of the most recent FIT report**

11/29/2022

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			
<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			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

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

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

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

#### Options

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

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

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

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

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	23	N/A	24	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	14	N/A	13	N/A	33

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	294	292	99.32	0.68	23.29
<b>Female</b>	156	156	100.00	0.00	23.72
<b>Male</b>	138	136	98.55	1.45	22.79
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	23	23	100.00	0.00	56.52
<b>Hispanic or Latino</b>	253	251	99.21	0.79	17.93
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	11	100.00	0.00	54.55
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	130	128	98.46	1.54	5.47
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	22	21	95.45	4.55	14.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	257	255	99.22	0.78	20.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	28	100.00	0.00	10.71

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	294	294	100.00	0.00	13.61
<b>Female</b>	156	156	100.00	0.00	8.97
<b>Male</b>	138	138	100.00	0.00	18.84
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	23	23	100.00	0.00	43.48
<b>Hispanic or Latino</b>	253	253	100.00	0.00	10.28
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	11	100.00	0.00	18.18
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	130	130	100.00	0.00	4.62
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	22	22	100.00	0.00	9.09
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	257	257	100.00	0.00	11.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	28	28	100.00	0.00	3.57

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	20.2	NT	13.86	28.5	29.47

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	99	99	100	0	20.2
<b>Female</b>	52	52	100	0	11.54
<b>Male</b>	47	47	100	0	29.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	86	86	100	0	18.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	32	32	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	88	88	100	0	18.18
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 5	100%	100%	100%	100%	99%

## 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

Every year, we have increased parent engagement opportunities for our Williams families. We believe that the strengthening of our school to home connection will further support us in the improvement of our students' learning. We strive to communicate with and involve our educational partners in school events and learning opportunities. Our School Site Council (SSC), English Learner Advisory Council (ELAC) and Parent-Teacher Association (PTA) provide opportunities for parents to give input into the decision making process that affects the education of their children. Parent workshops focused on curriculum, homework, technology applications, health, social-emotional learning, parenting skills and English language development are offered throughout the year. The committee representatives listed below can be reached at 805-488-3541 for more information:

- English Learner Advisory Council (ELAC)
- PTA: Desiree Zuniga, PTA President
- School Site Council (SSC): Wilfrido Ihuit, President/Parent Representative
- GATE (Gifted and Talented Education) Program: Vincent Gomez, GATE Advisor
- Math Olympiads Program: Alyssa Rush, Math Olympiads Advisor
- After School Program: Melissa Crutcher, ASES Site Coordinator
- City Corps Program: Sahara Quintero, City Corps Lead
- Student Study Team (SST): Missey Hernandez, Chair
- Parent Education: Laura Hernandez, Counselor

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	590	189	32.0
Female	302	298	81	27.2
Male	294	292	108	37.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	2	50.0
Black or African American	1	1	0	0.0
Filipino	48	48	11	22.9
Hispanic or Latino	521	515	173	33.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	13	13	1	7.7
White	7	7	2	28.6
English Learners	346	343	106	30.9
Foster Youth	1	1	0	0.0
Homeless	56	56	19	33.9
Socioeconomically Disadvantaged	530	524	170	32.4
Students Receiving Migrant Education Services	6	6	2	33.3
Students with Disabilities	66	66	24	36.4

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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
<b>Suspensions</b>	0.00	0.77	2.45
<b>Expulsions</b>	0.00	0.02	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
<b>Suspensions</b>	0.00	0.17	0.00	1.65	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.01	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.17	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.34	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.19	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.19	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2022-23 School Safety Plan

Date of Last Review/Update: January 24, 2022

Date Last Discussed with Staff: January 10, 2022

The emphasis of our School Safety Plan is to provide a safe learning environment for students and staff at Williams Elementary School. To help achieve the goals of our School Safety Plan, Williams utilizes the most recent edition of Second Step, our social emotional learning (SEL) curriculum. It contains lessons designed to teach students decision-making skills and to reinforce positive social interactions in grades Kindergarten through fifth grade. Second Step is implemented as a school-wide Tier 1 support. In addition, our school counselor and social-emotional support specialist assist teachers by visiting each classroom and modeling three SEL lessons. Our counseling team offers modeling of Second Step lessons, morning meetings, community circles, social stories and other SEL supports to each classroom teacher. We also teach and model social skills and good character through our Character Counts! program, kindness and character education assemblies, student video bulletin and we offer resources and support to students/families via our counseling and social worker teams. The Character Counts! program focuses on the monthly pillars of good character. The different pillars focus on the character traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. Each month is assigned a specific color which is associated with the character trait of the month and then that trait is celebrated during Spirit Fridays throughout the month. In addition, we are increasing the number of staff attending CHAMPS\* and NCPI\*\* courses for both certificated and classified team members every year. CHAMPS focuses on a proactive and positive approach to classroom management which also helps guide students to becoming better citizens. Our NCPI program focuses on intervention strategies that promote the de-escalation of at-risk behaviors.

Williams School is a closed campus with a focus on the safety and welfare of our students. As part of our efforts to mitigate the risk of unsafe conditions, our district partners recently updated the school visitor procedures. Anyone who is not a regular staff member or student of the school is considered a visitor. All visitors to the school must report to the main office upon arrival at the school. Williams staff is advised of their visitor's arrival and must authorize the visitor before they are allowed past the office. Visitors are required to register and must present a valid drivers' license or official ID. They are then issued a visitor's identification badge, which must be worn at all times while on school grounds. At the end of their visit, visitors must exit via the main entrance of the school when their visit is complete. We have two points of entry as students arrive to school in the morning (the blue doors on the south-end of the school and the front of the school). School gates are secured around the school perimeter during the school day to limit unauthorized access. The security of our front entrance is controlled by an entry gate that ensures foot traffic checks-in through the office. Locked gates around our TK/Kindergarten areas help ensure a safe environment even though they are offset from the main campus. Students are supervised before school, during recess, lunch and after school by campus assistants and supported by school staff and administration. Great care is taken in the release of students who are picked up early. Procedures are set up to only allow adults authorized in writing by the parent or guardian. Regular fire and earthquake drills are conducted. Lockdown drills are coordinated with the Oxnard Police Department each trimester. Annual active shooter trainings are scheduled for staff as well. We operate an upgraded VoIP network based telephone system. Although each classroom has a telephone, phone calls and interruptions during instruction are limited to the windows of time near recess and transition times. Parents who drop off items of clothing, lunches and homework are assisted at the front office. In order to improve safety and communication, we have equipped all TK-fifth grade teachers with school radios. In addition, a network of 20 security video cameras have been installed around the exterior and interior of Williams School.

The School Safety Plan was discussed with staff during our staff meeting on January 10, 2022. We are now in the process of updating next year's School Safety Plan in collaboration with the School Site Council (SSC), Parent Teacher Association (PTA) and Williams Leadership Team. Our plan will focus on improved internal security procedures, parking lot safety measures and safe ingress/egress before/after school. As a result of our Panorama Social-Emotional Survey data, we have planned activities and programs to strengthen teacher-student relationships, while reinforcing student self-efficacy skills and grit.

\* CHAMPS - Conversation, Help, Activity, Movement, Participation, Successful Students

\*\* NCPI - Non-violent Crisis Prevention Institute

## 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.

## 2019-20 Elementary 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 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	25		5	
1	29		3	1
2	23		4	
3	22		4	
4	28		3	
5	39		2	1
6				
Other	20	1	2	

## 2020-21 Elementary 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 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	18	3	3	
1	17	2	4	
2	14	3	4	
3	18	3	3	
4	24	1	3	
5	25		4	
6				

## 2021-22 Elementary 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 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	18	5		
1	24		4	
2	23		4	
3	24		4	
4	25		4	
5	29		3	1
6				

## 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
<b>Pupils to Academic Counselor</b>	568

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.4

## 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
<b>School Site</b>	11,556.82	3,046.58	8,510.23	97,934
<b>District</b>	N/A	N/A	9,300.42	\$94,557
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.9	3.5
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.4	11.5

## 2021-22 Types of Services Funded

In the 2021-22 school year, the Hueneme Elementary School District spent an average of \$14,639.24 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

## 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	\$52,421	\$52,641
Mid-Range Teacher Salary	\$86,173	\$83,981
Highest Teacher Salary	\$113,086	\$107,522
Average Principal Salary (Elementary)	\$132,009	\$136,247
Average Principal Salary (Middle)	\$141,175	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$224,216	\$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- Distance Learning
- English Language Arts/English Language Development
- Mathematics
- PBIS (Positive Behavioral Interventions and Supports)
- Social and Emotional Learning
- MTSS (Multi-Tiered Systems of Support)
- History/Social Science Adoption
- NGSS/Science Adoption
- Technology
- Integrated Units (K-5)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and staff input.

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	3	3	3