

Williamson Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Williamson Elementary School
Street	2275 Benita Drive
City, State, Zip	Rancho Cordova, CA 95670-5239
Phone Number	916-294-9185
Principal	Leslee Cottrell
Email Address	lcottrell@fcusd.org
School Website	www.fcusd.org/we
County-District-School (CDS) Code	34673306033286

2023-24 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website	www.fcusd.org

2023-24 School Description and Mission Statement

Vision: Empowering all students to thrive through educational excellence.

Mission: In partnership with our families, Williamson Elementary School, a community school, engages our students in seeking knowledge and encouraging curiosity and exploration across disciplines and cultures. Students demonstrate collaboration, critical thinking, and innovation, exemplifying trustworthiness, compassion and caring, in pursuit of a responsible and balanced

2023-24 School Description and Mission Statement

life, where open minded individuals work together to strengthen our world and create a more equitable and just global society.

School & Community Profile:

Williamson Elementary School is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Williamson Elementary has a rich heritage of community pride, family involvement, and neighborhood charm. The campus presents an inviting landscape with beautiful large trees and colorful murals. Located in Rancho Cordova, Williamson is one of twenty-one elementary schools in the Folsom Cordova Unified School District. The district serves approximately 20,500 students.

Williamson Elementary has a very diverse population of students. As of September 2023, our enrollment is 463 students in preschool through 5th grade. Our school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and many others. Our school demographics are 37.88% Hispanic, 34.20% White, 10.61% 2 or more races, 7.14% African American, 6.49% Asian, and 1.76% Filipino. Due to the percentage of students who have Spanish-speaking parents, we translate all school communication into Spanish. Our robust English Language Advisory Committee (ELAC) group serves our diverse population.

Our teaching staff comprises 20 general education teachers, 1 special education teacher, 1 Instructional Coach, 2 Intervention teachers, 1 PE teacher, 1 Art teacher, 1 Spanish teacher, 1 Science teacher, 3 music teachers, 3 Spanish speaking aides, 2 Russian speaking aides, and 2 Title I aides; one of which speaks Russian. Our administrative team is comprised of a full-time Principal and Assistant Principal. Our hard-working staff strives to provide an exceptional educational experience. We also have a Federal Preschool, paid-for before and after school care called Student Care, and a federally funded free to-parents after-school program called ASES.

Learning extends beyond the core curriculum of reading, math, social studies, and science. All students TK-5th grade receive a trimester each of Art, Spanish, and Science. Our fourth and 5th-grade students receive twice-weekly music instruction, and all grades enjoy participating in PE. Social-emotional learning is an essential component of the overall educational program at Williamson and we use a district-adopted curriculum to teach social-emotional skills, our school participates in the Positive Behavior Intervention Systems (PBIS) program to support consistent messaging about positive choices and clear expectations, and we have monthly character assemblies to discuss positive character traits and citizenship. We commit to helping students learn: Show Respect, Make Good Decisions, and Solve Problems.

The strong parent and community support we receive helps reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment. We encourage our community to continue to assist Williamson in our efforts to reach our goals for ongoing improvement. We actively seek out new community partnerships to leverage connections for student support. We know with everyone's support and assistance our students will become positive members of our community for years to come. Success is everyone's job!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	72
Grade 2	76
Grade 3	95
Grade 4	78
Grade 5	77
Total Enrollment	464

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Asian	5.4%
Black or African American	7.8%
Filipino	1.1%
Hispanic or Latino	39.2%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	10.3%
White	33.6%
English Learners	34.7%
Homeless	5.8%
Socioeconomically Disadvantaged	86.9%
Students with Disabilities	10.6%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	100.00	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	0.00	0.00	88.40	9.48	18854.30	6.86
Total Teaching Positions	23.40	100.00	933.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	93.81	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	1.50	6.19	62.20	6.31	15831.90	5.67
Total Teaching Positions	24.20	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Williamson Elementary was originally constructed in 1962 and was completely modernized in 2000 and 2008. It comprises 24 classrooms, a multipurpose room/cafeteria, a performance area, a computer lab, a library, a staff lounge, an Intervention and Title I teacher room, and three playgrounds. Recent remodeling included re-asphalting the playgrounds adding all new playground equipment, re-design of the student/bus pick-up and drop-off areas, completing the renovation of the administration building, computer lab, library, and auxiliary offices, as the addition of a performance area, outdoor learning centers, and upgrades in the cafeteria. Previous renovations included heating and air conditioning upgrades or replacements in every classroom. All areas are also internet ready. All other repairs and upgrades are completed as needed. Portables were added in 1997, 2004, and 2010. A student care building was added in 2010. This site also has standalone Preschool and Student Care portable buildings, four sheds, and one storage container. Site changes will be made for the 24/25 school year to create space for Transitional Kindergarten and will be included in the 2024/2025 Facility Inspection Tool form. The playgrounds are in good condition.

Cleaning Process: The principal works daily with the custodial staff of three full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. We also are following advanced protocols for cleaning thoroughly to prevent COVID in the 2021/2022 school year. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office and at the site level for review.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair District: Maintenance staff ensures that the repairs and work orders necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 2, 2023

Year and month of the most recent FIT report

2023 October

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	25	59	58	47	46
Mathematics (grades 3-8 and 11)	17	15	48	48	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	228	90.84	9.16	24.56
Female	129	115	89.15	10.85	26.96
Male	122	113	92.62	7.38	22.12
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	36.36
Black or African American	25	24	96.00	4.00	4.17
Filipino	--	--	--	--	--
Hispanic or Latino	100	95	95.00	5.00	25.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	33.33
White	87	73	83.91	16.09	26.03
English Learners	87	66	75.86	24.14	15.15
Foster Youth	0	0	0	0	0
Homeless	14	12	85.71	14.29	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	203	91.03	8.97	23.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	247	98.41	1.59	14.98
Female	129	125	96.90	3.10	14.40
Male	122	122	100.00	0.00	15.57
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	27.27
Black or African American	25	24	96.00	4.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	100	99	99.00	1.00	16.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	14.29
White	87	85	97.70	2.30	16.47
English Learners	87	85	97.70	2.30	8.24
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	221	99.10	0.90	13.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.48	14.47	44.81	45.75	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	76	100.00	0.00	14.47
Female	42	42	100.00	0.00	21.43
Male	34	34	100.00	0.00	5.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	16.00
English Learners	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	67	100.00	0.00	11.94
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	0.935064935064935	0.948051948051948	0.948051948051948	0.961038961038961	0.961038961038961

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.

2023-24 Opportunities for Parental Involvement

Parents have the opportunity to participate in the school community in many ways. One of the most important is as a member of the School Site Council (SSC). The SSC meets six times yearly and is responsible for writing and monitoring the School Plan for Student Achievement (SPSA). Another extremely important group is our Williamson Parent Teacher Association (PTA). Families are encouraged to participate in and help with Family Nights, special activities, and fundraisers. The English Language Advisory Committee (ELAC) meets several times per year to discuss and make plans to meet the needs of our emerging bilingual English Learners (EL). Parents may volunteer in the classroom, the library, or in the office on a one-time or regular basis and are welcome on field trips too, once they have district clearance, which includes a clear Tuberculosis (TB) test and fingerprinting/background check. Parents are welcome to provide feedback regarding our school's programming through our annual survey and through comment boxes in the school office and on our webpage.

For additional information regarding organized opportunities for parent involvement at Williamson Elementary School, please contact Corina Pimentel our Administrative Assistant at 916-294-9185.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	498	151	30.3
Female	271	252	80	31.7
Male	256	246	71	28.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	27	27	3	11.1
Black or African American	43	40	13	32.5
Filipino	7	5	2	40.0
Hispanic or Latino	197	190	56	29.5
Native Hawaiian or Pacific Islander	12	11	9	81.8
Two or More Races	56	51	24	47.1
White	184	173	44	25.4
English Learners	199	188	48	25.5
Foster Youth	2	2	1	50.0
Homeless	38	34	18	52.9
Socioeconomically Disadvantaged	457	433	142	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	62	24	38.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.50	3.80	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8	0
Female	1.48	0
Male	6.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.3	0
Filipino	0	0
Hispanic or Latino	4.57	0
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	3.57	0
White	1.63	0
English Learners	2.51	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	4.16	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.94	0

2023-24 School Safety Plan

Our school was beautifully renovated in 2008. Restrooms and eating facilities are cleaned daily. Classrooms are deep cleaned every two days. Any safety hazard that is reported is reviewed immediately and resolved. Emergency plans are reviewed each fall and spring. The last date of review of Williamson's Emergency Plan was in December 2023. Emergency plans have been developed in case a threatening situation should arise and emergency drills are practiced every other month. Evacuation drills are conducted monthly. The Emergency Plan is designed to give staff members and students guidance during emergency situations. Through newsletters and special notices throughout the year, parents are reminded to update emergency information. Our school site and district use the Catapult program to support and manage safety drills and safety situations. Visitors and staff members are required to wear identification badges. Visitors to our school site must check in using the Raptor online program that scans their state identification and issues a badge for them to wear throughout their visit. There were fifteen (15) student accidents reported at our school in the 2022-2023 school year.

Date of Last Review/Update: December 13, 2023
Date Last Reviewed with Staff: December 13, 2023

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.

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	34		3	1
1	24		4	
2	36		3	1
3	35		3	1
4	41		5	1
5	33		6	1
Other	38	2	1	1

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	34		3	1
1	35		3	1
2	40		4	1
3	35		3	1
4	31		6	1
5	35	1	6	1
Other	12	1		

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
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2022-23 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	0

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,266	\$1,579	\$6,687	\$82,494
District	N/A	N/A	\$8,430.26	\$81,494
Percent Difference - School Site and District	N/A	N/A	-23.1	2.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	1.4	-6.9

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Williamson receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$43,379	\$55,550
Mid-Range Teacher Salary	\$74,289	\$84,645
Highest Teacher Salary	\$101,614	\$111,284
Average Principal Salary (Elementary)	\$133,273	\$139,860
Average Principal Salary (Middle)	\$143,251	\$146,440
Average Principal Salary (High)	\$148,555	\$158,447
Superintendent Salary	\$320,000	\$278,268
Percent of Budget for Teacher Salaries	34.44%	32.21%
Percent of Budget for Administrative Salaries	4.64%	4.89%

Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Counseling & Support Staff: It is the goal of Williamson Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. We have an MFT that works with our students 3 days a week.

The professional development provided for the staff includes release time for key standard planning in Benchmark (English Language Arts/ELA). Each grade level team has identified essential ELA standards and will be working toward increasing student learning in this area throughout the 2022/2023 school year. We will be doing a series of 15-day challenges where the teaching staff will be carefully delivering differentiated ELA instruction to meet our "Reading at Grade Level" initiative.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2