

Williams Ranch School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Williams Ranch School
Street	14804 Pleasant Valley Road
City, State, Zip	Penn Valley, CA 95946
Phone Number	(530) 432-7300
Principal	Melissa Conley
Email Address	mconley@pvuesd.org
Website	http://wr.pvuesd.org/
County-District-School (CDS) Code	29 76877 6110746

Entity	Contact Information
District Name	Penn Valley Union Elementary School District
Phone Number	(530) 432-7311
Superintendent	Dr. Torie F. Gibson
Email Address	tgibson@pvuesd.org
Website	http://www.pvuesd.org/

School Description and Mission Statement (School Year 2019-20)

Williams Ranch School, established in 1992, is located in Western Nevada County and serves K-5 students. The semi-rural setting of the school supports the pervasive caring community culture of the school. All students are valued as unique learners, with support systems and enrichment opportunities tailored to meet their needs. Standards-based instruction and a strongly committed teaching staff combined with a focus on student learning contribute to this high-quality educational environment. During the 2019/2020 school year, the District fully implemented Universal Access which we titled ME Time (Meaningful Enrichment). This dedicated block of time is intended to meet the individual students' academic and social-emotional needs within mixed grade level groupings. The dedication and commitment of all District staff has earned the highly sought after Golden Bell Award.

School Vision: The Penn Valley Union Elementary School District inspires a passion for learning and promotes engagement and belonging while maximizing the potential of every member of our school community.

School Mission Statement: To understand each child and promote individual success, we will build relationships with knowledge, enthusiasm, and patience. By advocating, encouraging, and modeling with compassion and respect for our students, they will learn that life-long growth and change are achievable through hard work and perseverance.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	27
Grade 2	33
Grade 3	31
Grade 4	37
Grade 5	34
Total Enrollment	203

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	1
Hispanic or Latino	13.3
White	73.4
Two or More Races	10.8
Socioeconomically Disadvantaged	47.3
English Learners	2
Students with Disabilities	10.3
Foster Youth	1
Homeless	8.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	11	13	31
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Math:

District-wide Grades TK - 5 adopted math curriculum is EngageNY

ELA/ELD:

District-wide Grades K-8 adopted ELA curriculum is Houghton Mifflin Journeys and Collections

Health:

District-wide Grade 5 adopted Positive Prevention Plus: Sexual Health Education for America's Youth, Upper Elementary and Community Settings

Social Studies:

TK - 3 adopted Scholastic News

4 & 5 adopted Studies Weekly

Science:

TK-5 piloting Foss

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin- Journeys	Yes	0
Mathematics	K-5 Engage NY	Yes	0
Science	K-5 Piloting Foss	No	0
History-Social Science	K - 2 Scholastic News and 3 - 5 Studies Weekly	Yes	0
Foreign Language	None		
Health	Positive Prevention Plus	Yes	0
Visual and Performing Arts	None		
Science Laboratory Equipment (grades 9-12)	None		

School Facility Conditions and Planned Improvements (Most Recent Year)

The most recent Facility Inspection Tool (FIT) report indicates that the overall school facility is in "Good" condition. A regular cleaning schedule exists for the facilities. Williams Ranch has one full time day custodian and one half time evening custodian. The full time day custodian also manages the facility and grounds on campus. A review of outdoor playground equipment is on going.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: April 29, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	59	56	54	50	50
Mathematics (grades 3-8 and 11)	54	49	45	41	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	102	99.03	0.97	58.82
Male	52	51	98.08	1.92	56.86
Female	51	51	100.00	0.00	60.78
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	16	15	93.75	6.25	46.67
Native Hawaiian or Pacific Islander					
White	74	74	100.00	0.00	59.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	51	50	98.04	1.96	52.00
English Learners	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	45.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	102	99.03	0.97	49.02
Male	52	51	98.08	1.92	52.94
Female	51	51	100.00	0.00	45.10
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander					
White	74	74	100.00	0.00	48.65
Two or More Races	11	11	100.00	0.00	63.64
Socioeconomically Disadvantaged	51	50	98.04	1.96	36.00
English Learners	--	--	--	--	--
Students with Disabilities	12	11	91.67	8.33	45.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6	20.6	38.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents play a very important role at Williams Ranch School through their active participation and involvement in School Site Council, Parent Teacher Organization (PTO), various annual events, advisory committees, and by regularly volunteering their services in the classrooms. Parents are considered a vital link in the success of our children and our school. Through these organizations and our Roots and Wings Educational Foundation, parents and community members help shape curriculum and policies, in addition, funding special projects to purchasing equipment and supplies to benefit our students. All take a supportive, active, and collaborative role in every aspect of our school. The school's website links to a parent page and school and PTO Facebook pages giving parents access to current information about activities and meetings. We also have principal chats inviting the parents and community to come and talk about topics of interest.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	1.7	0.0	2.6	5.5	2.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan is reviewed and updated and approved by the Governing Board annually, by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the Response Plan is provided to every employee. Key elements of the District Comprehensive Safety Plan includes a plan of action for coordinated district-wide response to emergencies (i.e. natural disasters, evacuation from sites, an intruder on campus, fire, emergency lockdown, etc.) and emergency phones/contacts. The plan also includes information on school climate, bullying and proactive measures to protect the safety of all students and staff.

Safety drills are held on a regular basis. Fire drills are held monthly. Duck and cover, lockdown, and shelter in place drills are held twice a year. All staff wears staff ID whenever they are on campus. Visitors to the campus are required to sign in at the school office and wear a volunteer/visitor badge at all times. This plan is reviewed by site council and updated annually by March 1 of each year.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	1	1		15	2			21	1	1	
1	13	2			17	1	1		27		1	
2	26		2		25		1		17	2		
3	20	2			22		2		16	1	1	
4					18	1	1		19	1	1	
5					19	1	1		17	1	1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,309	\$3,221	\$8,088	\$60,960
District	N/A	N/A	\$8,601	\$64,798.00
Percent Difference - School Site and District	N/A	N/A	-6.1	-6.1

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	7.5	-6.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In hard economic times, it is imperative for schools to spend wisely. Our District supports many programs and services in addition to the general education program. Some of these are Speech and Language Specialist, Resource Program, Library, Physical Education with support programs, Accelerated Reading Program, School Psychologist, School Nurse, School Counselor, Before & After School Education and Enrichment Programs, Occupational Therapist services, computer lab, and Individual technology-based support programs.

The Roots and Wings Foundation supports Williams Ranch School students through their fundraising events and the Parent Teacher Organization supports classrooms in a variety of ways through their fundraising events. The District continues to support the MTSS initiative providing multi-tiered system of supports to students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,790	\$45,252
Mid-Range Teacher Salary	\$60,351	\$65,210
Highest Teacher Salary	\$81,121	\$84,472
Average Principal Salary (Elementary)	\$99,591	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$118,902	\$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	5

Through the use of Title II funds and Educator Grant funds, teachers have access to professional development that aligns with the District, school, and/or teacher goals. Nevada County Superintendent of Schools also supports teachers and administrators with various professional development classes. Every Wednesday is an early release minimum day. During Wednesday afternoons teachers collaborate to evaluate common benchmark assessments and analyze student assessment data to improve instruction, student learning, and ME Time intervention groupings. First and second-year teachers participate in 90 hours of mandatory professional development each year through the North Coast Teacher Induction Program.