

# Williams Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.



### Dr. Devin Blizzard, Principal

📍 Principal, Williams Elementary

#### About Our School

##### About Our School

Williams is a highly engaging, safe and clean learning environment. Research-based instructional best practices support student learning. Parents support the collegial efforts of staff and are active partners in education. Together, we invest in the development of students who are academically, socially, and emotionally prepared to thrive in a changing 21st century society. LIFESKILLS and Project Cornerstone's Developmental Assets promote positive social and emotional growth. Teachers collaboratively plan high quality lessons aligned to the California State Standards. Technology dynamically supports Language Arts and Mathematics at all grades. SMART Board technology and web hosted instructional resources are pervasive across campus. Student achievement data in reading, writing, and math inform our classroom instruction and strategic planning. Differentiated lessons enable all students access to the core curriculum. On-line resources including McGraw Hill Social Studies, Achieve 3000 (Reading), ORIGO Mathematics Curriculum, Lexia Core 5 Reading, and Dream Box (Mathematics) compliment classroom instruction. Hands-on learning includes Motor Perception Classes, Science Labs, Computer Labs, Music, and Visual Arts. Co-curricular programming includes before and after school enrichment classes that engage students in code writing, advanced mathematics competition teams (e.g. Math Olympiad), Geography Bee teams, orchestra, choir, FIRST LEGO League Robotics, Girl & Boy Scouts.

##### Principal's Experience:

Devin Blizzard has been the principal at Williams since 2013. His leadership experiences include principalships at the elementary, middle school, and high school levels in California's Silicon Valley and Central Valley regions including Los Alamitos Elementary (SJSUSD) where he served from 1998-2002. Dr. Blizzard holds a Bachelor of Arts degree from UC Irvine, Masters Degrees from CSU Long Beach and San Jose State Universities, and a Doctorate in Educational Leadership from Fresno State University. Dr. Blizzard has served as a James Irvine New Leadership Network Member, Grundfos Group Partner, CEO at the Center for Advanced Research and Technology, and a FIRST Sr. Mentor. He is the Co-Founder of the San Jose Unified Robotics Project and Founder of Central Valley Robotics Project.

#### Contact

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1150 Rajkovich Way  
San Jose, CA 95120-3145

Phone: 408-535-6196  
E-mail: [dblizzard@sjusd.org](mailto:dblizzard@sjusd.org)

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Williams Elementary
<b>Street</b>	1150 Rajkovich Way
<b>City, State, Zip</b>	San Jose, Ca, 95120-3145
<b>Phone Number</b>	408-535-6196
<b>Principal</b>	Dr. Devin Blizzard, Principal
<b>E-mail Address</b>	<a href="mailto:dblizzard@sjusd.org">dblizzard@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696666048755

*Last updated: 1/17/2019*

## School Description and Mission Statement (School Year 2018—19)

### A Unique Learning Community:

Williams Elementary School is a highly engaging, safe, and clean learning environment. We are committed to preparing today's students to be the thinkers, leaders, and creators of tomorrow. Parents and the extended community support and respect the collegial efforts of staff in using research based best practices that support the learning of all students. Together we invest in the development of students who are academically, socially, and emotionally prepared to thrive in a changing 21st century society.

Williams Elementary School provides opportunities for all parents to participate within the school community, and incorporates the principles of LIFESKILLS and Project Cornerstone's developmental assets to provide an environment of positive social and emotional growth for all students. These principles provide a safe environment where students can continue to develop academic excellence and mutual respect, collaboratively analyze student achievement data in reading, writing, and math to drive instruction that creates strategic lessons to meet the diverse needs of all students, prepare strong readers, critical thinkers, proficient writers, and analytical problem solvers, and provide an excellent learning environment with high academic expectations for all students and staff.

Williams Elementary School, located in San Jose's Almaden Valley, is the southern-most school in San José Unified School District. Although it is not a requirement, since the school's reopening in 1992, there has been a proud tradition that parents volunteer 40 hours or more per year. Williams was the first uniform school in the district and its policy is still in effect. In addition to supporting community involvement and parent education, the Williams WINS Foundation leads the fundraising efforts of the school to provide additional programs to enrich and enhance the academic success of students

To promote a sense of community, Williams' students, staff, and families gather together to begin the day for flag salute. The Williams community Yahoo Group, Facebook pages, and Twitter along with a voluntary online family directory (which includes names, addresses, phone numbers and e-mail addresses) fosters networking among the many volunteers that contributes to creating a cohesive school community.

### School Accomplishments:

- A National Blue Ribbon School of Excellence
- A California Distinguished School
- Student Achievement Scores consistently place Williams among the top .5% of all schools in CA. Science Scores, ELA, and Mathematics scores are among the highest in CA with the majority of students earning "Advanced" scores.
- Williams teachers actively contributed to develop SJUSD Common Core Curriculum
- Math Olympiad Highest Team Score 2014, 2017, 2018
- FIRST LEGO League Robotics First Place Regional Honors
- THE TECH Museum Challenge Award Winners 2014

- Williams volunteers donated over 40,000 hours annually
- Over 2,500 people participate each spring in Heritage Day celebration of our multi-cultural origins WINS Foundation raised over \$300,000 to support Technology, Safe Playgrounds, Arts Education, and all Classrooms 2017-2018

#### **School Goals from Site SPSA:**

#### **LANGUAGE ARTS:**

- By June 6, 2019, a minimum of 80% of all students in TK, K, 1st, and 2nd grades will score above expectations as demonstrated by the CPAA
- By June 6, 2019 in the area of ELA: 75% or more of students in grades 3-5 will score blue/advanced range on SBAC standards

#### **MATHEMATICS:**

- By June 6, 2019, in the area of Mathematics, a minimum of 75% of all students in TK-2 will score above expectations as demonstrated by the CPAA.
- By June 6, 2019, 70% or more of students in grades 3-5 will score blue/advanced range on SBAC mathematics.

#### **ENGLISH LANGUAGE LEARNERS:**

- By June 2019, 50% or greater of Williams ELL students (not yet reclassified) will be reclassified.
- Each student who takes the ELPAC will grow one or more proficiency levels.

#### **SCHOOL CLIMATE:**

- By June 6, 2019 90% or more of parents will rate the school with a grade of A or B AND 90% or more of the staff will rate the school as an A or B.
- By June 6, 2019, 85% or more students will rate the school as a Medium to Highly Safe Environment. 50% or more students over-all will rate it as a "Highly Safe" environment.

#### **Professional Learning:**

Professional learning is embedded into the daily practice of the Williams Instructional team. Tuesday afternoons frequently are devoted to staff learning as are designated SJUSD professional learning days. Grade level teams collaboratively plan rigorous lessons that are taught utilizing teaching best practices to engage students cognitively in analysis, problem solving, and application of their learning to real world scenarios. Real world relevancy and cognition ("Thinking a Loud, often), and collaborative problem solving are at the core of what we expect from all students. High expectations are paired with high levels of strategic support. Staff learning centers about high quality lesson delivery utilizing core curricular resources including ORIGO Mathematics and Lucy Calkins Writers Workshop models. Extensions are built into lessons in order to add additional levels of challenge for students needing extra rigor. Supports are designed into our lessons for English Language Learners and below grade level students when necessary.

The San Jose Unified District annually conducts professional development with all teachers in the area of Direct Instruction. There was a pre-service training and 2 Staff Development Days last year to refine our instruction around the scope and sequence for both ELA and Mathematics.

Our site principal and nominated teacher leaders are actively engaged in on-going professional learning and collaboration with the San Jose Unified Curriculum and Instruction Department. For example, six Williams teacher representatives in the areas of English Language Development, Mathematics, and English Language Arts met monthly in 13-14 with job-alike cohorts last year to develop Common Core Scope and Sequence (CCSS) in these academic areas. Two Williams teachers, additionally, worked with SJUSD at the district level to build CCSS Assessments. Presently one Williams teacher serves on the SJUSD Curriculum Council.

During 2017-2018, multiple teachers pilot tested Readers Workshop and McGraw Hill Social Studies curriculum. All Grades K-1 teachers participated in the 5-day SJUSD Early Literacy Institute.

The Williams school-wide goal was implementation of the Common Core Scope and Sequence for Mathematics during 2016-2017 and English Language Arts for 2014-2016. To accomplish these goals our teachers and principal received 1:1 coaching and our curriculum development is accomplished with the guidance of a full-time curriculum coach.

**School Wide Programs:**

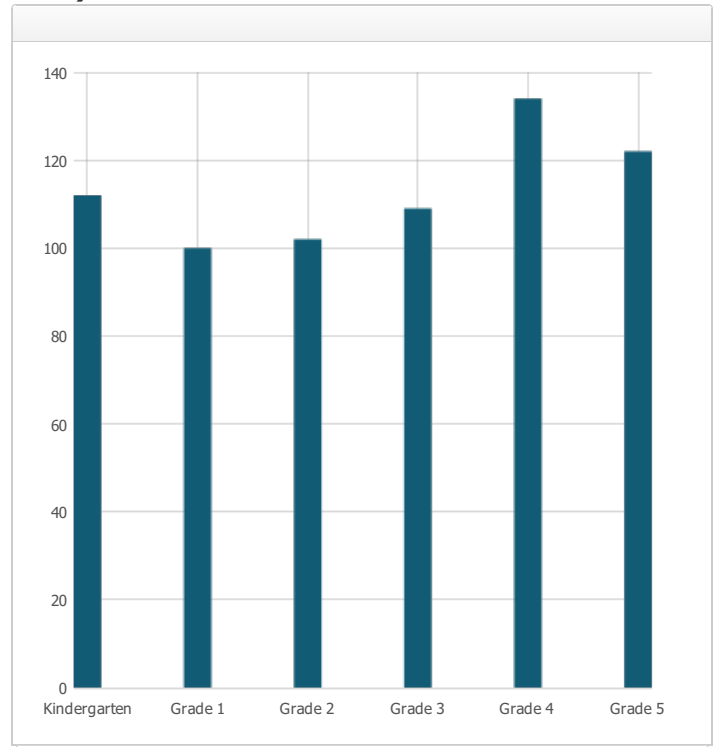
Outside of the academic school day students may opt to participate at Williams Campus in:

- Mathematic Competition Teams
- Geography Bee
- Science Fair
- Mathematics Olympiad
- Orchestral Music
- Choral Music
- Programming Club
- Girls Coding Club
- Newsletter Club
- FIRST LEGO League
- Robotics
- Boy Scouts of America
- Girl Scouts of America
- Girls on the Run (Fitness Running Club)
- Summer Writing Camp
- Summer Visual Arts Classes

*Last updated: 12/18/2018*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	112
Grade 1	100
Grade 2	102
Grade 3	109
Grade 4	134
Grade 5	122
<b>Total Enrollment</b>	<b>679</b>



Last updated: 1/17/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	%
Asian	52.0 %
Filipino	1.0 %
Hispanic or Latino	8.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	28.9 %
Two or More Races	8.8 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.0 %
English Learners	9.6 %
Students with Disabilities	6.5 %
Foster Youth	%

## A. Conditions of Learning

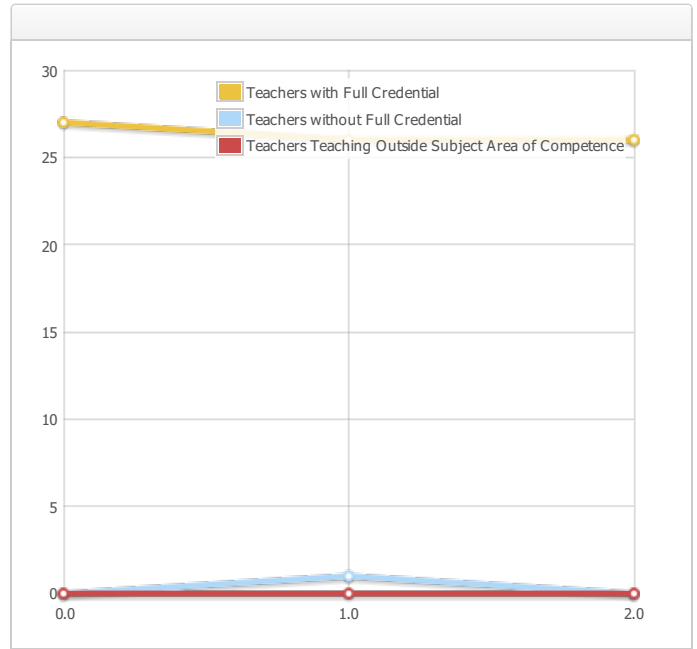
### State Priority: Basic

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

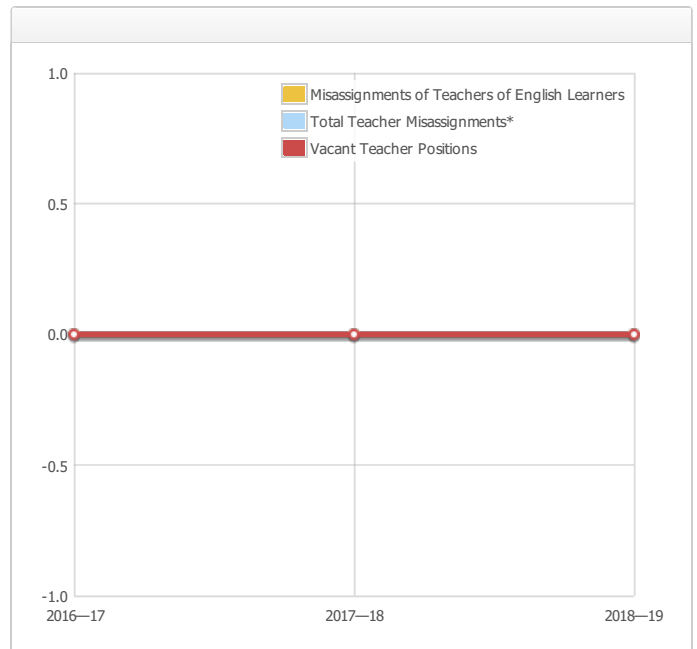
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	26	26	1368
Without Full Credential	0	1	0	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/17/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Instructional materials and adoption dates can be found at the following link: <a href="#">Instructional Materials</a>		0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/10/2019*



## School Facility Conditions and Planned Improvements

Recent campus facility improvements funded through Measure H have included:

- Installation of modular classroom furniture set for room A1 & C10
- Installation of a recreation pole and multi-basket ball game in the Kinder playground
- Installation of steps to existing ramps by rooms C9, C6B, C1 & C3 (to ease student traffic flow)
- Installation of a new storage shed by the upper grade playground
- Installation of 12 lunch tables under the shade structure
- Installation of a digital sign (\* project n process, estimated time of completion is Spring 2019)

Construction of Solar Panel Arrays were completed in the spring of 2017. These structures generate energy and, additionally, provide playground shade for students.

Older Projects: The exterior of all buildings were painted in July 2012. The interior of the office was painted in August 2012. Williams Elementary was originally built in 1967. It was reopened in September 1992. During the summer of 2001, Williams began a school modernization project with Measure C Bond money. The renovations included a new roof, changes in wiring, and electrical layout needed to accommodate computers and other technology. New paint and carpets, an updated security system, a new bell system, and new furniture for the administration building also were included in the 2001 project. Our blacktop was resurfaced during the summer of 2002. During the summer of 2004, fully plumbed sinks were installed in all our portable classrooms. In 2007, our field was refurbished, our kitchen was updated, and new cabinetry was constructed in the core areas, kindergarten classrooms, and the library. Additional outdoor lighting was installed and the parking lots were resurfaced and restripped. New additional portables were also brought on campus to accommodate the increase in student enrollment. We have a full-time day custodian and a night custodial crew that complete a scheduled cleaning process for the classrooms, restrooms, and grounds. The WINS Beautification Committee maintains our garden, seasonal planting and cleanup of the landscape, and refurbished the school sign in 2008.

The facilities are inspected annually and preventive maintenance is performed by the SJUSD. Our last preventive maintenance round was December 2018.

*Last updated: 12/18/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Exemplary
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*Last updated: 1/2/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	93.0%	93.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	88.0%	88.0%	42.0%	43.0%	37.0%	38.0%

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.

*Last updated: 1/17/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	360	97.56%	93.06%
Male	183	178	97.27%	91.01%
Female	186	182	97.85%	95.05%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	195	188	96.41%	96.81%
Filipino	--	--	--	
Hispanic or Latino	27	26	96.30%	88.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	103	102	99.03%	87.25%
Two or More Races	39	39	100.00%	94.87%
Socioeconomically Disadvantaged	16	14	87.50%	78.57%
English Learners	82	78	95.12%	85.90%
Students with Disabilities	29	29	100.00%	72.41%
Students Receiving Migrant Education Services				
Foster Youth				

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.

*Last updated: 1/17/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	369	360	97.56%	87.50%
Male	183	178	97.27%	88.76%
Female	186	182	97.85%	86.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	195	188	96.41%	94.15%
Filipino	--	--	--	
Hispanic or Latino	27	26	96.30%	80.77%
Native Hawaiian or Pacific Islander	--	--	--	
White	103	102	99.03%	75.49%
Two or More Races	39	39	100.00%	92.31%
Socioeconomically Disadvantaged	16	14	87.50%	71.43%
English Learners	82	78	95.12%	79.49%
Students with Disabilities	29	29	100.00%	62.07%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/17/2019

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/17/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

N/A
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*Last updated: 12/14/2018*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/14/2018*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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

## California Physical Fitness Test Results (School Year 2017—18)

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	30.3%	35.2%	24.6%

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.

Last updated: 1/30/2019

## 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 2018—19)

Parents volunteer daily in their children's classrooms grades TK, K, and 1st. Parents are on campus as classroom volunteers as arranged by sign-ups across other grade levels. All volunteers are screened through the SJUSD Central Office Human Resources Department. Parents may support the school's many co-curricular events through membership in the Williams WINS parent partner organization. Williams maintains an active School Site Council and Site English Language Advisory Council.

For more information about parent volunteer opportunities please visit our school website at [www.sjUSD.org/williams](http://www.sjUSD.org/williams) or contact Williams Elementary at (408) 535-6196

Parents may be alerted to all upcoming school events through monitoring the Williams Elementary Web page and Google Calendar or the site Facebook, Principal's Twitter Feed, or the school's parent partner organization Williams WINS weekly newsletter. Additionally, the school's parent partner organization Williams WINS hosts a Yahoo Group and web page [www.williamscommunity.com](http://www.williamscommunity.com).

# State Priority: Pupil Engagement

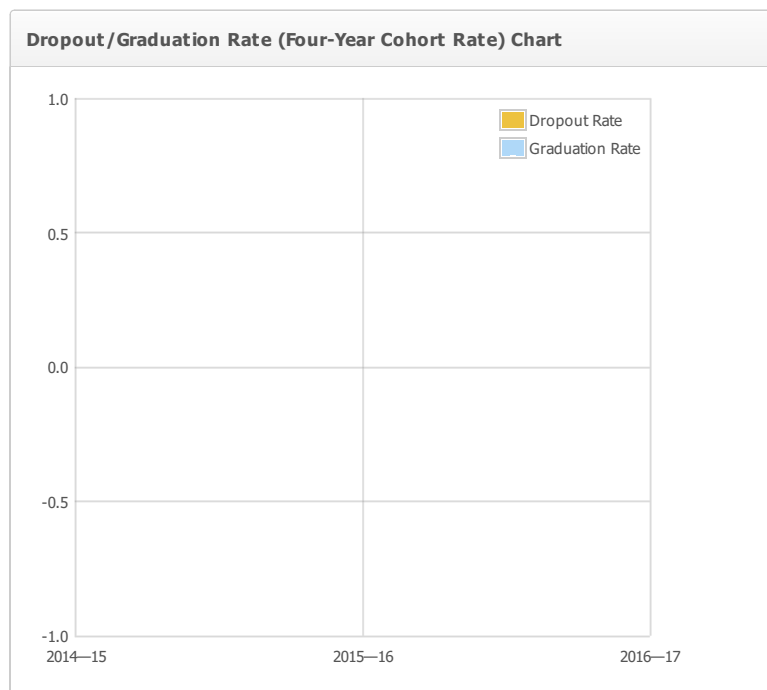
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.7%	6.4%	10.7%	9.7%
Graduation Rate	--	--	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	89.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019



## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

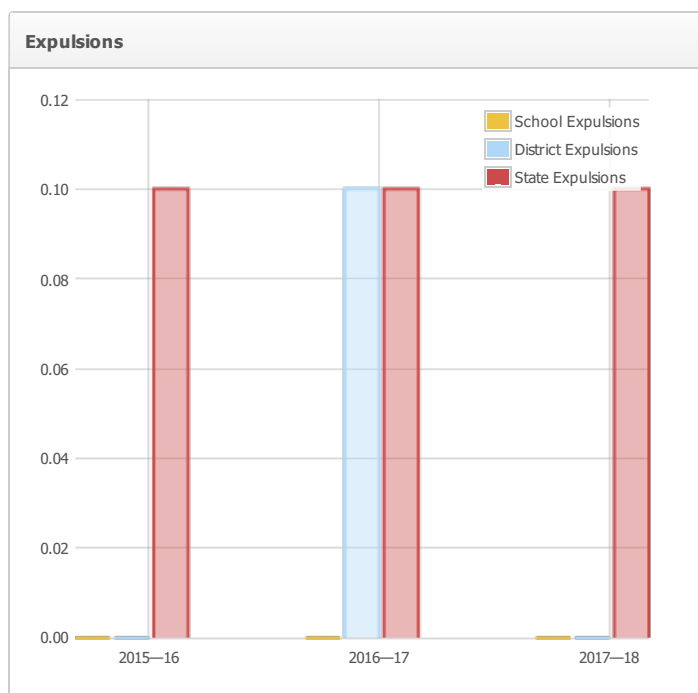
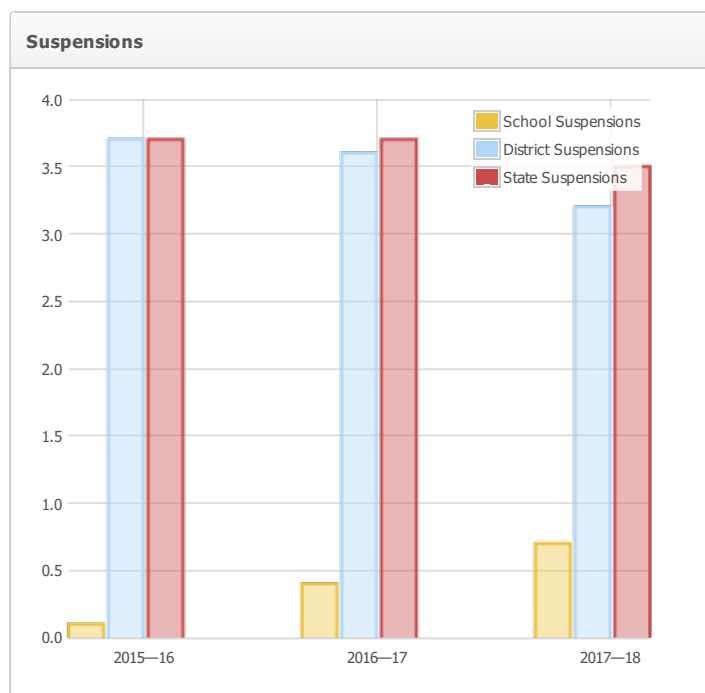
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.1%	0.4%	0.7%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

## School Safety Plan (School Year 2018—19)

The School Site Safety Plan was discussed with 100% of school staff on 9/4/2018 and was finalized on 10/11/2018.

The School Safety Plan contains information outlining our response to emergencies including:

- Fire
- Dangerous Intruder (Run , Hide , Defend Drill)
- Earthquake
- Power Outage
- Bomb Threat Evacuation

Key elements of the plan include evacuation procedures, designation of staff into search & rescue, security, triage, and first aid roles. It also outlines and ensures for the provision of emergency response supplies including food rations, water rations, rain protection, tools, emergency radios, emergency student rosters, and clearly defined and understood evacuation routes posted in every site classroom and public space.



## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		4	
1	29.0		3	
2	30.0		4	
3	30.0		3	
4	31.0		5	
5	31.0		4	
6				
Other**	10.0	1		

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		4	
1	30.0		3	
2	21.0	1	3	
3	29.0		5	
4	29.0		4	
5	27.0		5	
6				
Other**	12.0	1		

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		4	
1	29.0		3	
2	29.0		4	
3	30.0		3	
4	30.0		5	
5	23.0	1	5	
6				
Other**	3.0	1		

\* 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.

Last updated: 1/17/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/17/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.4	N/A
Social Worker	0.1	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

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

\*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.

*Last updated: 1/17/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$10278.1	\$2561.5	\$7716.6	\$81208.4
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	-12.9%	7.4%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	8.3%	0.6%

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

*Last updated: 12/11/2018*

## Types of Services Funded (Fiscal Year 2017—18)

### Intervention Specialists

Student support is provided by certificated teachers called Intervention Specialists. Both in-classroom and outside-classroom small group reading supports are available. These teachers include a primary reading specialist, and upper grade reading specialist. Additional web-hosted learning supports are provided through strategic delivery of curriculum utilizing LEXIA, Reading A-Z, and Achieve 3000 Reading.

### Special Ed

Students who qualify for special education services receive an Individual Education Plan (IEP). The progress of these students is monitored by the Resource Specialist and/or Speech and Language Teacher, their classroom teacher, and members of the IEP team.

### At-Risk Students

At-risk students are identified as early as possible and immediately become part of the Student Success Team (SST) process. Participation in our reading instructional intervention program in LEXIA (Language Art), Dream Box (Math), and Achieve 3000 are recommended to these students. Many of these students, additionally, attend our morning intervention computer lab each Monday-Thursday. Adaptive learning programs Lexia, Dream Box, and Achieve 3000 are also part of the school curriculum.

### English Language Learners

Williams is a Structured English Instruction (SEI) school where English language development is provided by the classroom teacher. In addition to the yearly ELPAC (formerly CELDT) assessment, ongoing assessments by the classroom teacher enable instruction to be tailored to meet the needs of the English Learners by providing a full and balanced core curriculum in English. Some students also receive additional "Designated" English Language Development, based on need. All 1st & 2nd grade students and newcomers to the USA are invited to participate in morning intervention computer lab for Lexia, Dream Box, and Achieve every Monday-Thursday.

### Students with Disabilities

Accommodations are made to support all students with identified disabilities in their daily learning. Qualifying students are fully included and their educational program is guided by their 504, health plans, or IEP's.

*Last updated: 12/19/2018*

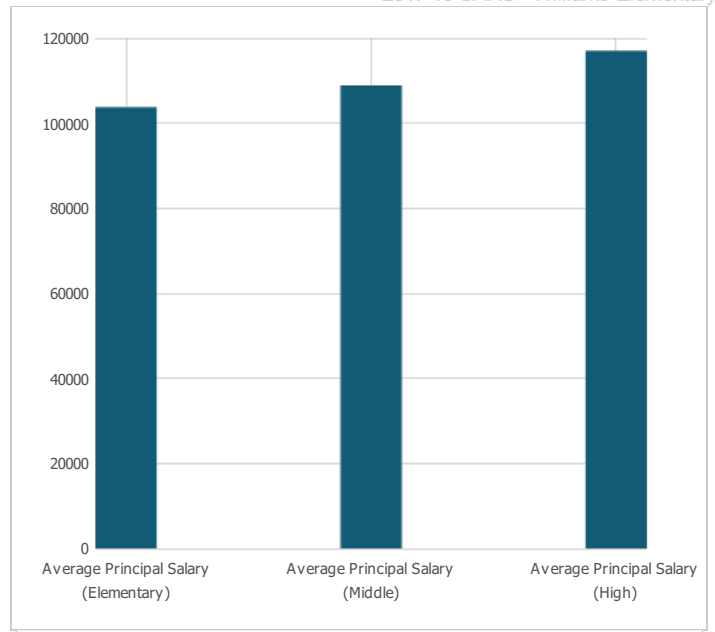
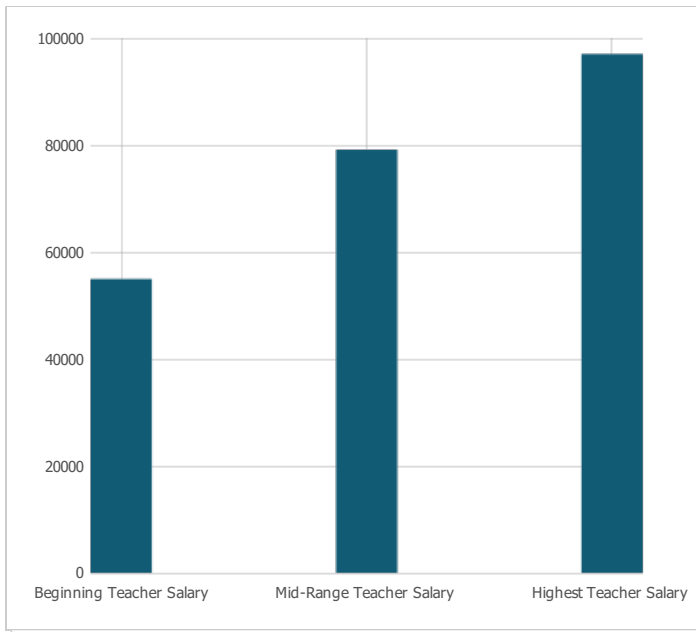
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

[Teacher Salary Chart](#)

[Principal Salary Chart](#)



*Last updated: 1/17/2019*



**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/17/2019*

**Professional Development**

Professional learning is embedded into the daily practice of the Williams Instructional team. Tuesday afternoons frequently are devoted to staff learning as are designated SJUSD professional learning days. Grade level teams collaboratively plan rigorous lessons that are taught utilizing teaching best practices to engage students cognitively in analysis, problem solving, and application of their learning to real world scenarios. Real world relevancy and cognition ("Thinking a Loud, often), and collaborative problem solving are at the core of what we expect from all students. High expectations are paired with high levels of strategic support. Staff learning centers about high quality lesson delivery utilizing core curricular resources including ORIGO Mathematics and Lucy Calkins Writers Workshop models. Extensions are built into lessons in order to add additional levels of challenge for students needing extra rigor. Supports are designed into our lessons for English Language Learners and below grade level students when necessary.

The San Jose Unified District annually conducts professional development with all teachers in the area of Direct Instruction. There was a pre-service training and 2 Staff Development Days last year to refine our instruction around the scope and sequence for both ELA and Mathematics.

Our site principal and nominated teacher leaders are actively engaged in on-going professional learning and collaboration with the San Jose Unified Curriculum and Instruction Department. For example, six Williams teacher representatives in the areas of English Language Development, Mathematics, and English Language Arts met monthly in 13-14 with job-alike cohorts last year to develop Common Core Scope and Sequence (CCSS) in these academic areas. Two Williams teachers, additionally, worked with SJUSD at the district level to build CCSS Assessments. Presently one Williams teacher serves on the SJUSD Curriculum Council.

During 2017-2018, multiple teachers pilot tested Readers Workshop and McGraw Hill Social Studies curriculum. All Grades K-1 teachers participated in the 5-day SJUSD Early Literacy Institute

The Williams school-wide goal was implementation of the Common Core Scope and Sequence for Mathematics during 2016-2017 and English Language Arts for 2014-2016. To accomplish these goals our teachers and principal received 1:1 coaching and our curriculum development is accomplished with the guidance of a full-time curriculum coach.

**Student Learning Outcomes Data is used to inform Professional Growth:**

All students at Williams, including Transitional Kindergarten participate in adaptive on-line learning and assessments including Children's Progress (CPAA), LEXIA Learning (English Language Arts), Dream Box (Mathematics), Achieve 3000 (Non-Fiction Reading and Analysis), and Smarter Balanced (SBAC) assessments in grades 3-5. Additionally all grades participate in SJUSD Writing Performance Assessments and NWEA Math Performance Assessments. The results of these assessments assist our team to formatively adjust instruction to meet the learning needs of each student and prescribe intervention (in and out of classroom) when needed. Additionally, teacher teams and the principal analyze year-long data and annual data (SBAC) closely. The outcome of these dynamic multi-faceted analyses become the foundation from which our Williams staff professional learning is constructed.

*Last updated: 12/19/2018*