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/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.

Dr. Devin Blizzard, Principal
Principal, Williams Elementary

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 (SJUSD) 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

Williams Elementary
1150 Rajkovich Way
San Jose, CA 95120-3145
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 Jose 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 overall 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.

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>112</td>
</tr>
<tr>
<td>Grade 1</td>
<td>100</td>
</tr>
<tr>
<td>Grade 2</td>
<td>102</td>
</tr>
<tr>
<td>Grade 3</td>
<td>109</td>
</tr>
<tr>
<td>Grade 4</td>
<td>134</td>
</tr>
<tr>
<td>Grade 5</td>
<td>122</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>679</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.6 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>%</td>
</tr>
<tr>
<td>Asian</td>
<td>52.0 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8.5 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.1 %</td>
</tr>
<tr>
<td>White</td>
<td>28.9 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8.8 %</td>
</tr>
<tr>
<td>Other</td>
<td>0.1 %</td>
</tr>
</tbody>
</table>

### Additional Student Groups

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>4.0 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>9.6 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6.5 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>%</td>
</tr>
</tbody>
</table>