

Williams Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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. Parents support the collegial efforts of staff and are active partners in education. Research based best practices support student learning. 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 Achieve 3000 (Reading), ORIGO Mathematics Curriculum, 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, geography bee teams, orchestra, choir, LEGO FIRST Robotics, Girl & Boy Scouts.

Contact

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

Phone: 408-535-6196
E-mail: dblizzard@sjsud.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2016-17)	
School Name	Williams Elementary
Street	1150 Rajkovich Way
City, State, Zip	San Jose, Ca, 95120-3145
Phone Number	408-535-6196
Principal	Dr. Devin Blizzard, Principal
E-mail Address	dblizzard@sjusd.org
Web Site	http://www.sjusd.org/williams/
County-District-School (CDS) Code	43696666048755

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Principal's Comments

Williams Elementary School is a highly engaging, safe, and clean learning environment. 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 incorporate 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, 21st Century academic expectations for all students and staff.

Williams Elementary School, located in 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 fund raising 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 online directory, which includes not only names, addresses, and phone numbers, but also e-mail addresses, fosters networking among the many volunteers creating a cohesive school community.

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.

Major School Achievements

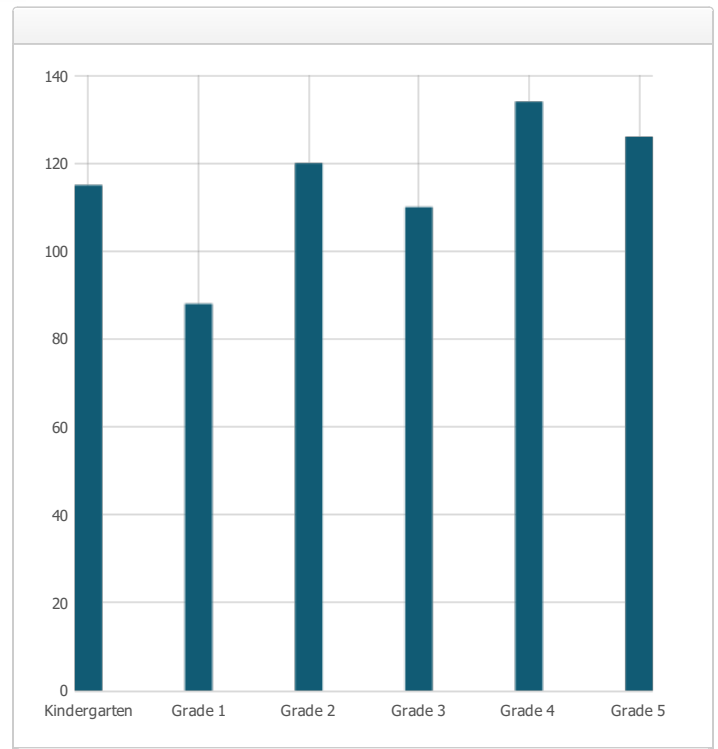
- A California Distinguished School 2013
- A National Blue Ribbon School of Excellence
- Student Achievement Scores placed Williams among the top 1.5% performing schools in CA (*This was the last year of CST STAR Testing)
- Science Scores were among the highest in CA with the majority of students earning "Advanced" scores.
- Teachers actively contributed to develop SJUSD Common Core Curriculum
- Math Olympiad Highest Team Score 2014
- FIRST LEGO League Robotics First Place Regional Honors
- THE TECH Museum Challenge Award Winners 2014
- Williams volunteers donated over 40,000 hours 2013-2014
- WINS Foundation raised over \$300,000 to support Technology, Arts Education, and all Classrooms 2013-2014

Note for Section: IV. Accountability, Table: Federal Intervention Program Information in this table applies only to schools receiving Title I funding. This school does not receive Title I funding, and therefore this table does not apply.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	115
Grade 1	88
Grade 2	120
Grade 3	110
Grade 4	134
Grade 5	126
Total Enrollment	693



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	49.4 %
Filipino	0.9 %
Hispanic or Latino	6.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	33.9 %
Two or More Races	9.1 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	3.8 %
English Learners	6.3 %
Students with Disabilities	7.4 %
Foster Youth	0.1 %

Last updated: 1/31/2017

A. Conditions of Learning

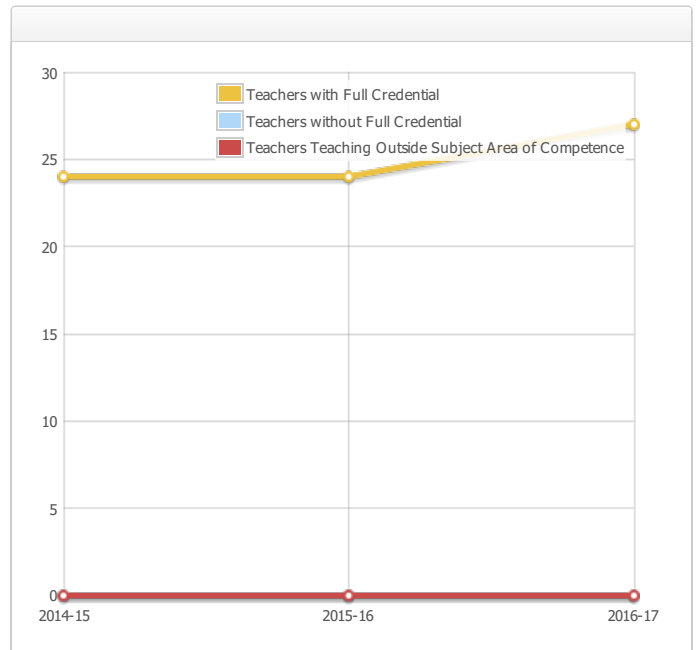
State Priority: Basic

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

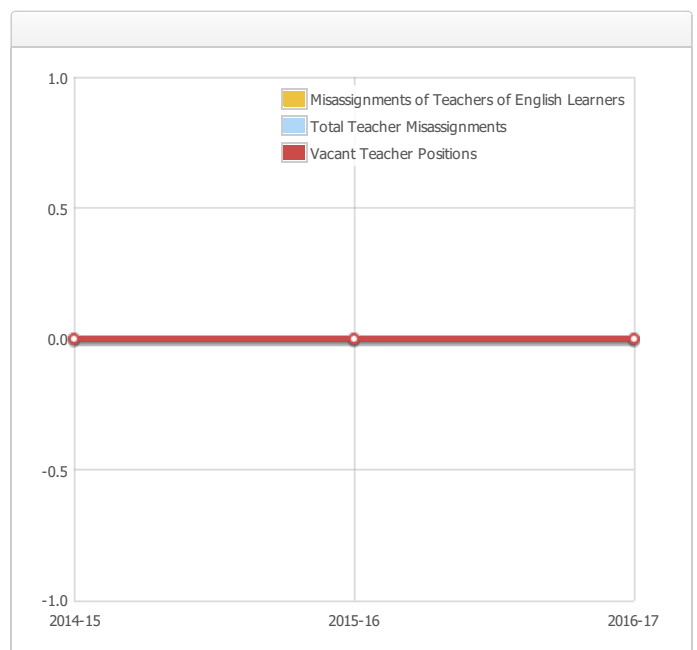
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	27	1460
Without Full Credential	0	0	0	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/v/curriculum2016-2017	Yes	0.0 %
Mathematics	-	Yes	0.0 %
Science	-	Yes	0.0 %
History-Social Science	-	Yes	0.0 %
Foreign Language	-	Yes	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: 12/12/2016

School Facility Conditions and Planned Improvements

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 restriped. 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 spring of 2016.

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

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Some areas need paint. cracked floor tiles found in K5. Hole on wall needs to be patched and repaired. Several ceiling tiles need to be replaced due to water damage. Work order #254877 placed for carpentry and painting work.
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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Last updated: 12/9/2016

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 (School Year 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	93.0%	93.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	89.0%	88.0%	39.0%	42.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112.0	109.0	97.3%	86.2%
Male	52.0	50.0	96.2%	90.0%
Female	60.0	59.0	98.3%	83.1%
Black or African American				
American Indian or Alaska Native				
Asian	51.0	49.0	96.1%	93.9%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	34.0	33.0	97.1%	81.8%
Two or More Races	16.0	16.0	100.0%	93.8%
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	13.0	13.0	100.0%	84.6%
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 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.

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135.0	132.0	97.8%	96.2%
Male	69.0	67.0	97.1%	95.5%
Female	66.0	65.0	98.5%	96.9%
Black or African American				
American Indian or Alaska Native				
Asian	64.0	63.0	98.4%	98.4%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	55.0	53.0	96.4%	94.3%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	13.0	13.0	100.0%	92.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126.0	124.0	98.4%	96.0%
Male	73.0	71.0	97.3%	93.0%
Female	53.0	53.0	100.0%	100.0%
Black or African American				
American Indian or Alaska Native				
Asian	68.0	67.0	98.5%	98.5%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	36.0	36.0	100.0%	91.7%
Two or More Races	12.0		91.7%	90.9%
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities			100.0%	100.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112.0	109.0	97.3%	84.4%
Male	52.0	50.0	96.2%	92.0%
Female	60.0	59.0	98.3%	78.0%
Black or African American				
American Indian or Alaska Native				
Asian	51.0	49.0	96.1%	95.9%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	34.0	33.0	97.1%	75.8%
Two or More Races	16.0	16.0	100.0%	87.5%
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	13.0	13.0	100.0%	69.2%
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 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.

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: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135.0	132.0	97.8%	87.1%
Male	69.0	67.0	97.1%	88.1%
Female	66.0	65.0	98.5%	86.2%
Black or African American				
American Indian or Alaska Native				
Asian	64.0	63.0	98.4%	93.7%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	55.0	53.0	96.4%	83.0%
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	13.0	13.0	100.0%	76.9%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126.0	124.0	98.4%	92.7%
Male	73.0	71.0	97.3%	93.0%
Female	53.0	53.0	100.0%	92.5%
Black or African American				
American Indian or Alaska Native				
Asian	68.0	67.0	98.5%	97.0%
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	36.0	36.0	100.0%	83.3%
Two or More Races	12.0		91.7%	90.9%
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities			100.0%	81.8%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 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.

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: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 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.

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: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 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.

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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
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				
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 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.

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: 1/31/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	96.0%	96.0%	61.0%	57.0%	60%	56%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	126	124	98.4%	93.6%
Male	73	71	97.3%	90.1%
Female	53	53	100.0%	98.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	68	67	98.5%	98.5%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	36	36	100.0%	83.3%
Two or More Races	12	11	91.7%	90.9%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	81.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/31/2017

Career Technical Education Programs (School Year 2014-15)

N/A

Last updated: 12/5/2016

Career Technical Education Participation (School Year 2015-16)

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: 1/17/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	22.6%	27.4%	19.4%

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: 8/18/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Williams was originally reopened in 1992 as a parent participation school. Although we are now a neighborhood school, the expectation that parents will be actively involved in their child's education is part of Williams' school culture. As a result, in 2015-2016 our parents and community members logged over 40,000 volunteer hours! Opportunities to volunteer are abundant through our parent partner organization, Williams WINS. Kindergarten and many primary grades classrooms welcome parent volunteers in classrooms on a daily basis to support student learning.

School Site Council, Site English Language Learners Advisory, Williams Wins Foundation, intervention specialist, counselors on campus, ongoing home-school communications, and referrals to local agencies are examples of community resources available to parents.

For further information on our parent volunteer program, please consult our Williams WINS Community website @ www.williamscommunity.com/.

State Priority: Pupil Engagement

Last updated: 1/17/2017

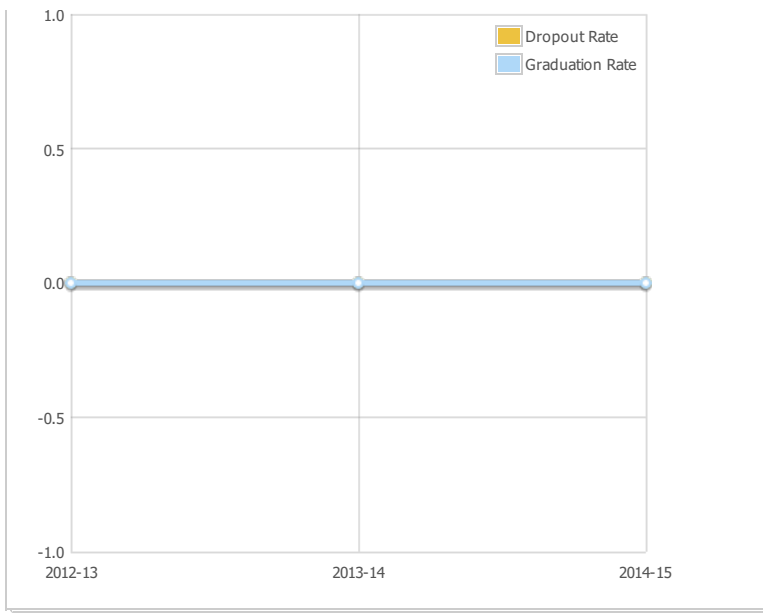
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	80.4%	81.0%	82.3%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	89.0%	85.9%
Black or African American	--	89.0%	77.0%
American Indian or Alaska Native	--	64.0%	75.0%
Asian	--	97.0%	99.0%
Filipino	--	94.0%	97.0%
Hispanic or Latino	--	85.0%	84.0%
Native Hawaiian or Pacific Islander	--	75.0%	85.0%
White	--	94.0%	87.0%
Two or More Races	--	85.0%	91.0%
Socioeconomically Disadvantaged	--	92.0%	77.0%
English Learners	--	71.0%	51.0%
Students with Disabilities	--	58.0%	68.0%
Foster Youth	--	--	--

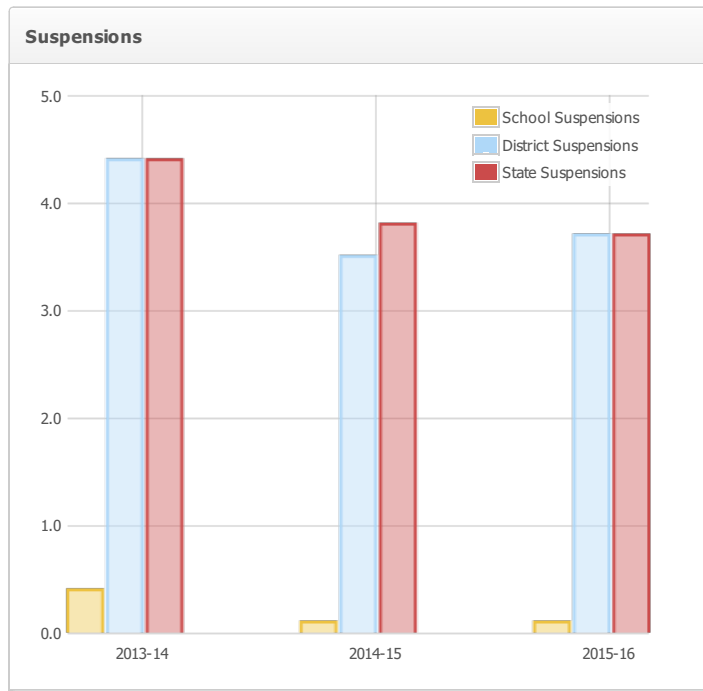
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4%	0.1%	0.1%	4.4%	3.5%	3.7%	4.4%	3.8%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Date safety plan updated: Spring, 2016

Date safety plan last reviewed with staff: Spring, 2016

Williams is a clean, safe, happy place where the collegial efforts of community, parents, staff, and students nurture successful future leaders with 21st Century Skills. This year the staff will continue to emphasize a LIFESKILLS curriculum designed to enforce our safe, respectful school environment by creating a powerful body/brain-compatible learning environment. Students are able to contribute to a safe school environment by actively participating in Safety Patrol, Valet, Grade Level Buddies, Student Council, and Cornerstone.

Each year the staff reviews our School Safety Plan and receives their yard duty schedule for the year. All visitors to campus, including parents, are required to sign-in at the office and wear a visitors badge at all times while they are on campus. Recess and lunch times are supervised by five paid yard-duty supervisors and over a dozen volunteer parents, under the direction of our Noon League Coordinator. The WINS Emergency Services Chairperson and school principal inventory, update, and replace the emergency supplies for the school and each classroom in August.

Last updated: 1/17/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.0	0	4	0	27.0	0	4	0	29.0	0	4	0
1	30.0	0	3	0	30.0	0	3	0	29.0	0	3	0
2	30.0	0	3	0	30.0	0	2	0	30.0	0	4	0
3	29.0	0	3	0	29.0	0	4	0	30.0	0	3	0
4	31.0	0	4	0	31.0	0	3	0	31.0	0	4	0
5	30.0	0	4	0	31.0	0	4	0	31.0	0	4	0
6	0.0	0	3	0	0.0	0	0	0	0.0	0	0	0
Other	31.0	0	0	0	30.0	0	3	0	30.0	0	1	0

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

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
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: 1/17/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.1	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: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8481.0	\$2152.0	\$6328.0	\$74965.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	N/A	N/A	-25.9%	8.9%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	11.5%	-2.9%

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

Last updated: 1/17/2017

Types of Services Funded (Fiscal Year 2015-16)

GATE

All 2nd grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program to provide all students opportunities for more challenging work. Hands-on projects also allow students to explore topics at greater depth and complexity. Teachers in all grade levels have been involved in intensive staff development activities focused on Dr. Sandra Kaplan's *Depth and Complexity Thinking Tools*. One teacher in each grade level has attended the CAG Summer Institute and, as a team, presents ongoing staff development on differentiation. We also offer parent-sponsored GATE enrichment programs before and after school. Robotics, Math Olympiad, Geography Bee, and Speech & Debate are offered. Also Summer Institute for the Gifted is offered on our campus during the summer. SIG is a program of the National Society for the Gifted and Talented.

Special Ed

Special needs students who qualify for services are on an IEP and their progress is monitored by the Resource Specialist and/or Speech and Language Teacher.

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 intervention program, LEXIA, and Achieve 3000 instructional interventions are recommended to these students' parents. Adaptive learning programs, Lexia (Language Arts) and Dream Box (Math) 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 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. Students also receive additional English Language Development, based on need. All 1st & 2nd grade students and newcomers to the USA participate in Imagine Learning, adaptive learning program, to aid in language development.

Students with Disabilities

These students are fully included to the extent their IEP or 504 plan will allow.

Before & After-School Programs

Williams has a variety of after school programs including Technology Club, Chess Club, Science, Book Clubs, Children's Playhouse, Scouts, Yearbook Club, Student Newspaper, Student Council, Kids Club, Technology Club, GATE Math, Art, Speech & Debate, Beginning & Intermediate Instrumental Music, Choir, Piano Keyboarding, Social Skills, Flag Football, Math Olympiad, Study Skills, Math Problem Solving, FIRST LEGO Robotics. Summer Sports Camp, and Summer Writing Camp.

Tutoring

Student support is provided by certificated teachers through both in-classroom and outside classroom small group reading support. These teachers include a primary reading specialist, and upper grade reading specialist, and an English language development teacher. Learning support is provided through strategic application of curriculum including LEXIA, Reading A-Z, LearnZillion, and Achieve 3000 Reading.

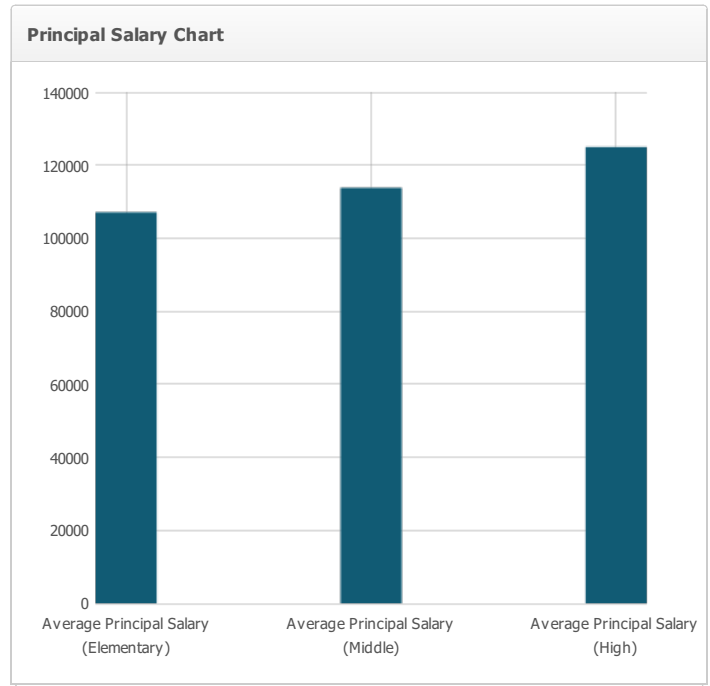
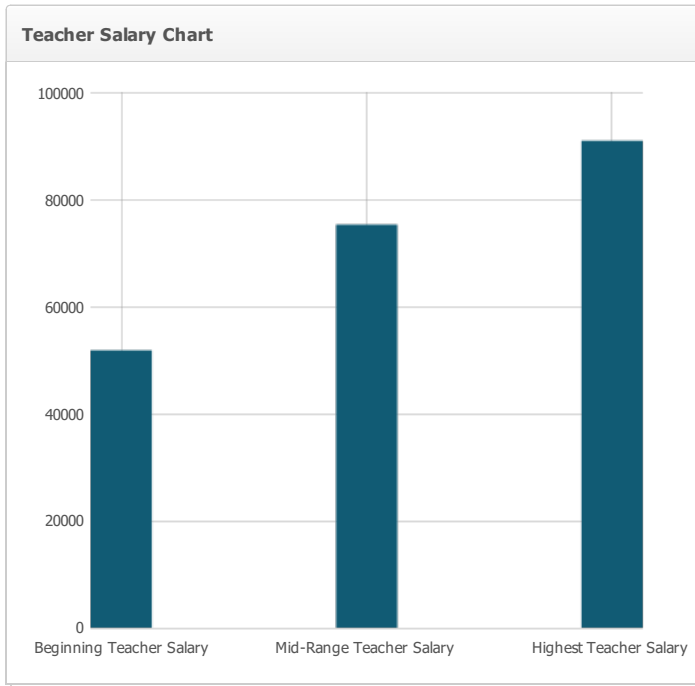
Last updated: 1/17/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631

Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 1/17/2017

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.

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 2015-2016 and English Language Arts for 2014-2016. To accomplish this goal our teachers and principal received 1:1 coaching and our curriculum development is accomplished with the guidance of a full-time curriculum coach. Historically, the Williams leadership team has visited similar schools to observe best practices. From those visits, the team recommended that the focus of our professional development be Writers Workshop. Four teachers, trained in the program, led the professional development with the entire staff. The District also conducted professional development with all teachers in the area of Direct Instruction. There was a pre-service training and 2 Staff Development Days last year.

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 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: 1/17/2017