

## Executive Summary School Accountability Report Card, 2010-11

### *For The Williams Academy School*

**Address:** 6524 44<sup>th</sup> St. Ste 204 Sacramento, CA 95623  
**Principal:** Dr. Thomas Williams

**Phone:** 916-429-9743  
**Grade Span:** K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

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The Williams Academy is a WASC accredited non public school that offers a unique year-round program for special education students facing educational, behavioral, and emotional challenges. The Williams Academy provides educational services to students between the ages of 6-22 in grades 1 through 12. Our year round program consists of 225 academic days. The disabling conditions of the students served at The Williams Academy include: Emotional Disturbance, Mental Retardation, Specific Learning Disability, Autism and Other Health Impairment. A low student to staff ratio of nearly two to one allows us to identify and address the individual needs of each child by working in various groupings and using a variety of teaching strategies and methodologies oriented towards students' success, both while at The Williams Academy and after they have transitioned out of our program. The school's educational and mental health programs are supported by a comprehensive behavioral support system that emphasizes positive behavioral interventions. Staff at The Williams Academy work closely with all parties involved with a student (parents, district, and other agencies) to greater assist each student in becoming more successful in both the school and home environments. A unique multi-cultural program called "Around the World with The Williams Academy" promotes the diversity of our students and staff through classroom teachings, festivals, displays, guest speakers, and student performances. Students learn to not only accept, but also appreciate, the differences that exist in each of us.

The Williams Academy's extensive services include: core academic standards-based instruction, social skills training, group counseling, behavioral support plans, anger control lessons, community based instruction, college preparation courses, career development, college counseling, academic tutoring, computer literacy instruction, intramural sports programs, speech therapy, psychological counseling, parent counseling, culinary arts art instruction and music appreciation programs, student of the month recognition, and pre-vocational and vocational training consistent with each student's Individual Transition Plan.

The Williams Academy utilizes curriculum that is aligned with the California State Content Standards to ensure each student has access to the educational materials, services, and programs to the extent to which they are available to students attending other schools situated in the Sacramento City Unified School District and the student's district of residence. The goal for each and every student at The Williams Academy is to transition to a less restrictive environment once the student has demonstrated to the IEP team that he or she would benefit educationally, emotionally, and socially from such a placement.

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## Student Enrollment

<b>Group</b>	<b>Enrollment</b>
Number of students	50
African American	58%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	12%
Pacific Islander	0%
White (not Hispanic)	26%
Multiple or No Response	4%
Socioeconomically Disadvantaged	95%
English Learners	0%
Students with Disabilities	100%

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	%
Mathematics	%
Science	%
History-Social Science	%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	5
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2010 Growth API Score (from 2010 Growth API Report)	%
Statewide Rank (from 2009 Base API Report)	%
2010-11 Program Improvement Status (PI Year)	%

## School Facilities

### Summary of Most Recent Site Inspection

*The Sacramento County Fire Department inspected the Williams Academy's facility on 10/19/2011.*

### Repairs Needed

The school's emergency exit lighting batteries in the southwest and northwest corridors needed to be replaced. *No additional repairs are needed to the facility at this time.*

### Corrective Actions Taken or Planned

The school replaced the batteries.

## Curriculum and Instructional Materials

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	\$
District	\$
State	\$

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate	100

## Postsecondary Preparation

<b>Measures</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100%
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

## NAEP Reading, Grade 4

<b>Level</b>	<b>Result</b>
Average Scale Score - State	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

## NAEP Reading, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	
Average Scale Score – National	
Achievement Level – Basic	%
Achievement Level – Proficient	%
Achievement Level – Advanced	%

## NAEP Mathematics, Grade 4

<b>Level</b>	<b>Result</b>
Average Scale Score - State	
Average Scale Score - National	
Achievement Level - Basic	%
Achievement Level - Proficient	%
Achievement Level - Advanced	%

## NAEP Mathematics, Grade 8

<b>Level</b>	<b>Result</b>
State Average Scale Score	
Average Scale Score – National	
Achievement Level – Basic	%
Achievement Level – Proficient	%
Achievement Level – Advanced	%

# School Accountability Report Card Reported for School Year 2009-10

*Published During 2010-11*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### **Contact Information (School Year 2011-12)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	The Williams Academy	<b>District Name</b>	Non Public
<b>Street</b>	6524 44 <sup>th</sup> Street Ste 204	<b>Phone Number</b>	
<b>City, State, Zip</b>	Sacramento, CA 95823	<b>Web Site</b>	
<b>Phone Number</b>	916-429-9741	<b>Superintendent</b>	
<b>Principal</b>	Dr. Thomas Williams	<b>E-mail Address</b>	
<b>E-mail Address</b>	info@thewilliamsacademy.org	<b>CDS Code</b>	

### **School Description and Mission Statement (School Year 2010-11)**

This section provides information about the school, its programs and its goals.

. The primary focus of The Williams Academy is to teach students with disabilities how to manage the frequency, intensity and duration of their maladjusted behavior. The school also endeavors to cultivate a rich learning environment where students are able to excel, academically, socially and emotionally. The Williams Academy has several supports in place to achieve this objective. Because of the small class size and low faculty-to-student ratio (almost 1:2), staff at The Williams Academy are able to reduce the manifestation of maladaptive behaviors in the school's setting. Our program is unique in the sense that each classroom has a behavioral point system which incorporates self management techniques and on-task behaviors. The points are recorded by staff and notations are made regarding positive and negative student behaviors and interventions throughout the school day. The teachers contact every student's parent or care provider on a weekly basis to report the student's progress. Prior to that telephone call, the teachers review the student's level of academic and behavioral functioning. In addition, all teachers send home daily logs or point sheets so that the parent and the school have a better line of communication concerning student progress. The Williams Academy is also the host of the non public school intramural sports league. Staff utilizes this facet of the program to further assist students with developing appropriate social skills and better self-esteem.

### **Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information about opportunities for parents to become involved with school activities.

*Please see the school's website for further information about opportunities to become involved with school activities.*



## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

*The school's Injury Illness Prevention Plan was updated 10-23-11.*

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-009	2009-10	2010-11
Suspensions			1			
Expulsions						

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

*Recently, the school added 3,000 square feet to its total leased space. The additional space is being used as a sports coliseum. The school recently converted a classroom into an art room and science lab. Other areas of the school's long-range plan include the following:*

- develop a performing arts theatre*
- install an all school system intercom*
- Expand the school library*

Administrators and faculty at The Williams Academy regularly meet to evaluate the status of the school's improvement plan.

## School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>		8	5	
<b>Without Full Credential</b>			1	
<b>Teaching Outside Subject Area of Competence</b>				n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>		0	0
<b>Total Teacher Misassignments</b>		0	0
<b>Vacant Teacher Positions</b>		0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	5	
<b>All Schools in District</b>		
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>		

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Library Media Teacher (librarian)</b>		n/a
<b>Library Media Services Staff (paraprofessional)</b>		n/a
<b>Psychologist</b>	.5	n/a
<b>Social Worker</b>	1.5	n/a
<b>Nurse</b>		n/a
<b>Speech/Language/Hearing Specialist</b>	.5	n/a
<b>Resource Specialist (non-teaching)</b>		n/a
<b>Other</b>	1	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	95	0
Mathematics	100	0
Science	80	0
History-Social Science	75	0
Foreign Language	12	0
Health	25	0
Visual and Performing Arts	35	0
Science Laboratory Equipment (grades 9-12)		0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	<i>Data provided by the LEA</i>			
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	<i>Data provided by the LEA</i>	
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a	<i>Data provided by the LEA</i>	

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	8%	12%	7%						
Mathematics	6%	8%	6%						

## California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	85%	15%	0%	91%	9%	0%
African American	96%	4%	0%	93%	7%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	100%	4%	0%	100%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%	0%
White (not Hispanic)	93%	7%	0%	98%	2%	0%
Male	80%	20%	0%	92%	8%	0%
Female	94%	6%	0%	100%	0%	0%
Economically Disadvantaged	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	85%	15%	0%	91%	9%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide			
Similar Schools			

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2008-09	2009-10	2010-11	2011
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

## Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)									
Graduation Rate		100	100						

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2011		
	School	District	State
All Students	4		
African American	1		
American Indian or Alaska Native			
Asian			
Filipino	1		
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)	2		
Socioeconomically Disadvantaged	3		
English Learners			
Students with Disabilities	4		

## Career Technical Education Programs (School Year 2010-11)

Career plans for students attending The Williams Academy begin when a student reaches the age of 14. An Individualized Transition Plan (ITP) is prepared for each student at his or annual Individualized Education Plan (IEP) as a collaborative effort by all members of the IEP team including, the student, teacher, transition coordinator, parent, district, counselors, and principal. One very important element of the ITP is to get the student's personal involvement in making post-graduation plans. In preparation for this ITP, the student is interviewed covering a variety of subjects involving post-graduation plans such as academic interests and goals, educational goals, vocational interests, and future living arrangements. These students also complete career assessments which provide them more information about which areas of work in which they might be more content and more productive. Each student is an individual and each ITP is tailored for that particular student. One goal of The Williams Academy is for all students to be successful when they leave our school, realizing that a student's success is dependent on many factors such as the student's disability, initiative, and parent/guardian/agency support, as appropriate.

In preparation for post-secondary plans, The Williams Academy provides our high school students with many opportunities to learn about career options and skills necessary to not only obtain a job, but more importantly to keep it. Our students attend lessons on completing job applications, writing resumes, and interviewing for jobs. Students are given the opportunity to go on field trips to local college campuses to learn more about college life. We also have career weeks in which our high school students can hear about a wide variety of careers through listening to guest speakers talk about their personal experiences and career field. Students who are age 16 or above may partake in our Work Experience Education Program which introduces students to the world of work. Students typically work from 5 to 7 hours per week, earning minimum wages for this work. In order to be eligible for work, the students must attend school on a regular basis, participate in class, and complete class assignments. They are also required to demonstrate positive improved behavior at school and be on an appropriate behavior level in the classroom. Some work duties performed by these students, under the direct supervision of The Williams Academy Staff, include janitorial work, secretarial duties, food preparation, and other miscellaneous job duties.

The Williams Academy staff is very interested in assisting students achieve success while at our school. In addition, we are hopeful that they will be successful once they leave our campus. We attempt to follow up with our students to provide encouragement and to ensure their success after

graduation. Staff contacts graduates of The Williams Academy via phone, email, or regular mail. However, sometimes it is difficult for us to keep in contact with the students due to their frequent changes in residency and contact numbers. This is done not only to see how successful they are, but more importantly, to provide encouragement for them to achieve their highest personal potential.

### Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	20
Percent of pupils completing a CTE program and earning a high school diploma	25%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

### Courses for University of California and/or California State University Admission (School Year 2010-11)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

### Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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		

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

*Faculty at The Williams Academy attended a total of 45 professional development sessions. The major focus of these sessions involved improving student learning outcomes for diverse learners. Attendees received direct guidance on how*

*to improve specific content areas such as: reading, math and writing for our students. Strategies for de-escalating maladaptive behavior were also an area of focus for the professional development training. Other state-mandated training was provided to faculty at The Williams Academy as well.*

*Professional development sessions are established through an ongoing needs assessment process.*

## **XIII. National Assessment of Educational Progress**

### **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2010) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2010, Grade 4					
Reading 2010, Grade 8					
Mathematics 2010, Grade 4					
Mathematics 2010, Grade 8					

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2009) and mathematics (2010) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2010, Grade 4				
Reading 2010, Grade 8				
Mathematics 2010, Grade 4				
Mathematics 2010, Grade 8				