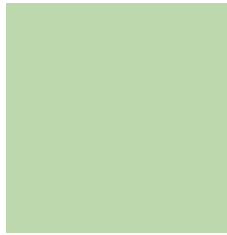# SARC

School Accountability Report Card 2018-19
Published in 2019-20
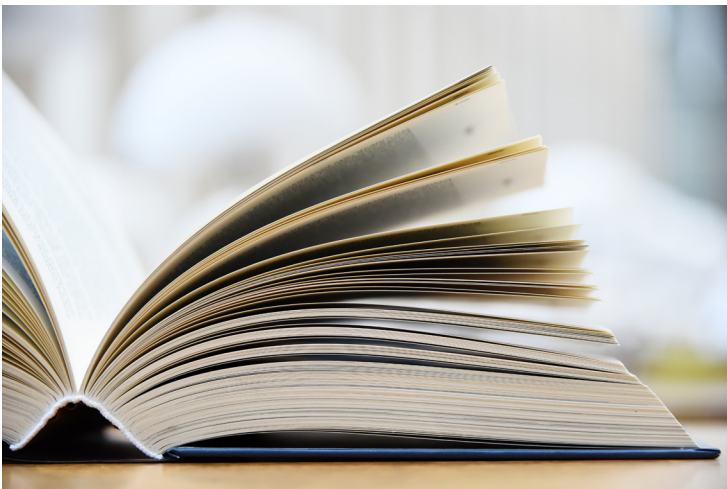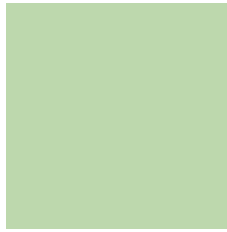
## Earle E. Williams Middle School

Grades 6-8
CDS Code 39-75499-6109003

Miguel Romo
Principal
mromo@tusd.net

1600 Tennis Lane
Tracy, CA 95376
(209) 830-3345
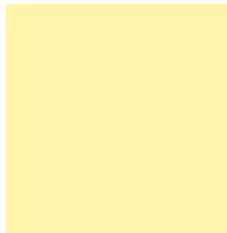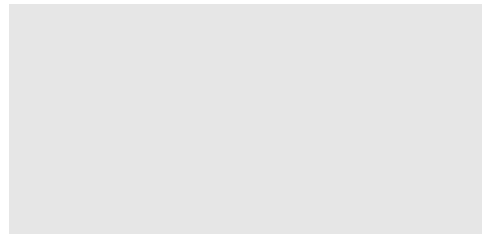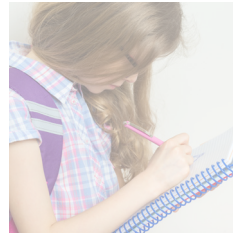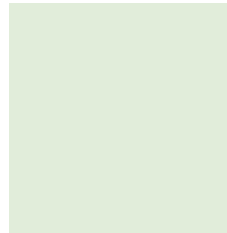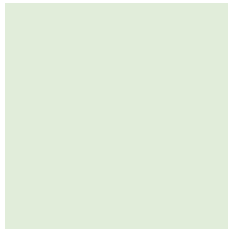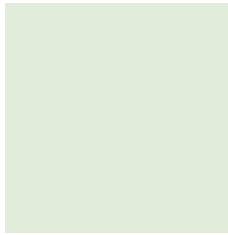
www.tracy.k12.ca.us/sites/wms

Para español, visita www.tracy.k12.ca.us.

## Tracy Unified School District

1875 West Lowell Avenue ▪ Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200

## Principal's Message

Hello, Wildcats,

Earle E. Williams Middle School is the place to be! We believe by creating a safe and nurturing environment focused on relationships, relevance and rigor, students will be willing take risks and excel academically and emotionally. Through rigorous curriculum design (RCD), we are focused on using data to guide our instructional practices to ensure all students learn.

Williams Middle School has many after-school programs, sports and clubs. A few of our specialty classes include zero-period Spanish, technology, drama, music and band. Our AVID (Advancement Via Individual Determination) program is recognized as a site of distinction, demonstrating excellence in instructional practice and college and the promotion of college readiness.

Follow us on Facebook at www.facebook.com/EarleEWilliamsMiddleSchool for updates, pictures of school events and to know what is happening on campus.

Sincerely,

Miguel Romo, Principal

## School Mission Statement

To provide a safe learning environment, we offer a challenging, comprehensive education that prepares our students for high school, college and career.

## About Our School

Earle E. Williams Middle School is located on 22 acres and serves 1,031 students grades 6-8. We are an AVID school, which means that we assist students in preparing for high school and college or trade school, and our staff is committed to assisting students achieve at the highest level possible. Williams offers many after-school programs, sports, clubs and specialty classes.

## Parental Involvement

Williams has many opportunities for parents to be involved in their child's education. Our Parent Club is very strong and meets every second Tuesday of the month at 6 p.m. in the library. Parents assist teachers in classes, and the club raises funds to help with supplies and materials for students.

For more information on how to become involved at the school, please contact our principal, Miguel Romo, at (209) 830-3345 ext. 5474.

## School Safety

Williams Middle School is a safe school for students and staff. We have procedures in place for emergencies, and we practice our emergency responses often. Our climate surveys given to students, staff and parents always report that people feel safe at school. Our emergency-response plan is available for viewing in the front office.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2019.

## Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

*"The future belongs to the educated."*

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

## District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

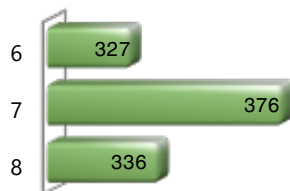## Board of Trustees

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade

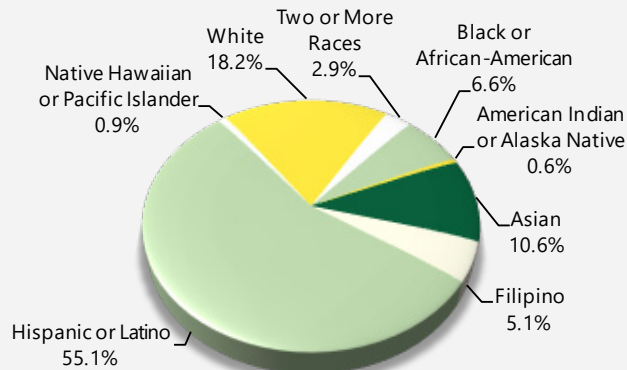| Grade | Enrollment |
|-------|-----------|
| 6 | 327 |
| 7 | 376 |
| 8 | 336 |

## Enrollment by Student Group

The total enrollment at the school was 1,039 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.
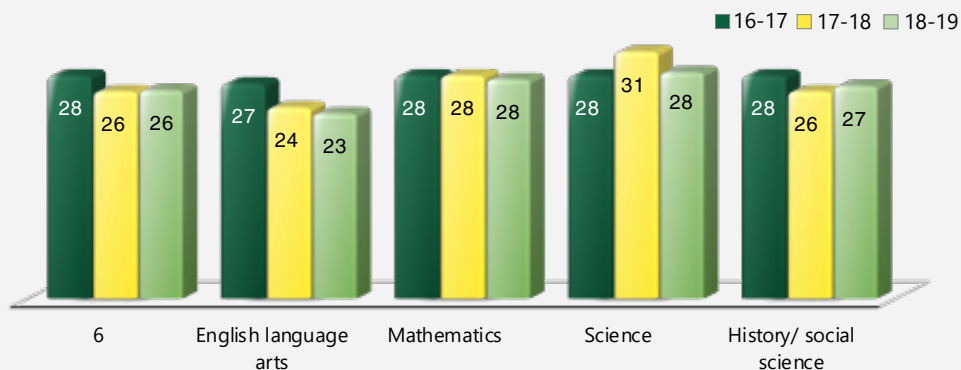
### Demographics — 2018-19 School Year

White 18.2%
Two or More Races 2.9%
Native Hawaiian or Pacific Islander 0.9%
Black or African-American 6.6%
American Indian or Alaska Native 0.6%
Asian 10.6%
Filipino 5.1%
Hispanic or Latino 55.1%

| | |
|---|---|
| Socioeconomically disadvantaged | 58.90% |
| English learners | 26.30% |
| Students with disabilities | 14.20% |
| Foster youth | 0.50% |
| Homeless | 2.80% |

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates

**Williams MS**

| | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 14.7% | 18.9% | 15.8% |
| Expulsion rates | 2.0% | 1.1% | 0.8% |

**Tracy USD**

| | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 10.5% | 8.3% | 9.3% |
| Expulsion rates | 0.6% | 0.7% | 0.5% |

**California**

| | 16-17 | 17-18 | 18-19 |
|---|---|---|---|
| Suspension rates | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size — Three-Year Data

Legend: 16-17, 17-18, 18-19

| Subject | 16-17 | 17-18 | 18-19 |
|---------|-------|-------|-------|
| 6 | 28 | 26 | 26 |
| English language arts | 27 | 24 | 23 |
| Mathematics | 28 | 28 | 28 |
| Science | 28 | 31 | 28 |
| History/ social science | 28 | 26 | 27 |

### Number of Classrooms by Size — Three-Year Data

| Grade | 2016-17 Number of Students | | | 2017-18 Number of Students | | | 2018-19 Number of Students | | |
|-------|------|-------|-----|------|-------|-----|------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| 6 | | 11 | | 14 | 51 | | 7 | 49 | |

| Subject | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
|---------|------|-------|-----|------|-------|-----|------|-------|-----|
| English language arts | | 11 | | 12 | 23 | | 10 | 26 | 1 |
| Mathematics | | 11 | | | 22 | | | 22 | 1 |
| Science | | 11 | | | 22 | | | 24 | |
| History/social science | | 11 | | 5 | 21 | | 1 | 24 | 1 |

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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

| Percentage of Students Scoring at Proficient or Advanced | | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|---|
| | Williams MS | | Tracy USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Science | ✧ | ✧ | ✧ | ✧ | ✧ | ✧ |

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | | Two-Year Data | |
|---|---|---|---|---|---|---|---|
| | Williams MS | | Tracy USD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 38% | 37% | 42% | 44% | 50% | 51% |
| Mathematics | 26% | 25% | 30% | 31% | 38% | 40% |

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | 2018-19 School Year |
|---|---|
| Percentage of Students Meeting Fitness Standards | Williams MS |
| | Grade 7 |
| Four of six standards | 24.9% |
| Five of six standards | 23.5% |
| Six of six standards | 14.6% |

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www. cde.ca.gov/ta/tg/ca.

## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts (grades 6-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2018-19 School Year | |
|---|---|---|---|---|---|

**English Language Arts**

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
|---|---|---|---|---|---|
| **All students** | 1,044 | 1,003 | 96.07% | 3.93% | 37.03% |
| **Male** | 551 | 526 | 95.46% | 4.54% | 29.52% |
| **Female** | 493 | 477 | 96.75% | 3.25% | 45.28% |
| **Black or African-American** | 71 | 70 | 98.59% | 1.41% | 27.14% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 105 | 102 | 97.14% | 2.86% | 65.69% |
| **Filipino** | 51 | 51 | 100.00% | 0.00% | 66.67% |
| **Hispanic or Latino** | 585 | 556 | 95.04% | 4.96% | 27.93% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | 184 | 179 | 97.28% | 2.72% | 43.02% |
| **Two or more races** | 33 | 30 | 90.91% | 9.09% | 40.00% |
| **Socioeconomically disadvantaged** | 634 | 600 | 94.64% | 5.36% | 25.21% |
| **English learners** | 434 | 414 | 95.39% | 4.61% | 25.42% |
| **Students with disabilities** | 151 | 141 | 93.38% | 6.62% | 10.64% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | 45 | 38 | 84.44% | 15.56% | 21.05% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
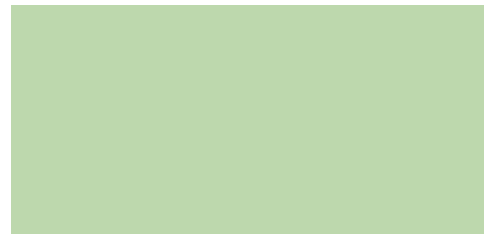
## CAASPP Results by Student Group: Mathematics (grades 6-8)

| Percentage of Students Meeting or Exceeding State Standards | | | | 2018-19 School Year | |
|---|---|---|---|---|---|
| **Mathematics** | | | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| **All students** | 1,045 | 1,004 | 96.08% | 3.92% | 24.93% |
| **Male** | 552 | 527 | 95.47% | 4.53% | 23.00% |
| **Female** | 493 | 477 | 96.75% | 3.25% | 27.04% |
| **Black or African-American** | 71 | 70 | 98.59% | 1.41% | 18.57% |
| **American Indian or Alaska Native** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Asian** | 105 | 105 | 100.00% | 0.00% | 52.38% |
| **Filipino** | 51 | 51 | 100.00% | 0.00% | 52.94% |
| **Hispanic or Latino** | 586 | 556 | 94.88% | 5.12% | 14.77% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | 184 | 177 | 96.20% | 3.80% | 32.77% |
| **Two or more races** | 33 | 30 | 90.91% | 9.09% | 33.33% |
| **Socioeconomically disadvantaged** | 635 | 605 | 95.28% | 4.72% | 14.40% |
| **English learners** | 434 | 417 | 96.08% | 3.92% | 12.74% |
| **Students with disabilities** | 152 | 139 | 91.45% | 8.55% | 5.04% |
| **Students receiving Migrant Education services** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Foster Youth** | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Homeless** | 45 | 41 | 91.11% | 8.89% | 14.63% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
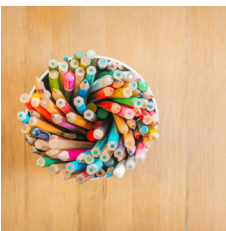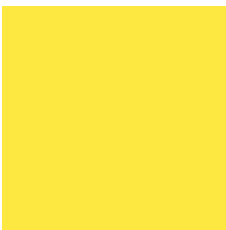
## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject | |
| --- | --- |
| **2019-20 School Year** | |
| **Reading/language arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History/social science** | 0% |
| **Visual and performing arts** | 0% |
| **Foreign language** | 0% |
| **Health** | 0% |

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
| --- | --- |
| **2019-20 School Year** | |
| **Data collection date** | 9/24/2019 |

## Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

| Textbooks and Instructional Materials List | | 2019-20 School Year |
| --- | --- | --- |
| **Subject** | **Textbook** | **Adopted** |
| **Reading/language arts** | StudySync, McGraw Hill (6-8) | 2017 |
| **Mathematics** | Digits, Pearson | 2014 |
| **Mathematics** | Bridge to Algebra, Carnegie Learning | 2014 |
| **Mathematics** | Algebra 1, Houghton Mifflin | 2015 |
| **Mathematics** | Geometry, Houghton Mifflin | 2015 |
| **Science** | Focus on Earth Science (6) (undergoing pilot 2019-2020) | 2008 |
| **Science** | Focus on Life Science (7) (undergoing pilot 2019-2020) | 2008 |
| **Science** | Focus on Physical Science (8) (undergoing pilot 2019-2020) | 2008 |
| **History/social science** | Discovering Our Past: Ancient Civilizations (6) | 2007 |
| **History/social science** | Discovering Our Past: Medieval and Modern Times (7) | 2007 |
| **History/social science** | Discovering Our Past: The American Journey to World War I (8) | 2007 |

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | 2019-20 School Year |
| --- | --- |
| **Criteria** | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?** | Yes |
| **Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?** | Yes |
| **Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?** | Yes |

## Public 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 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 at a workstation, and the ability to print documents.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | 2019-20 School Year |
| --- | --- |
| **Items Inspected** | **Repair Status** |
| **Systems:** Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good |
| **Interior:** Interior surfaces (floors, ceilings, walls and window casings) | Fair |
| **Cleanliness:** Pest/vermin control, overall cleanliness | Good |
| **Electrical:** Electrical systems | Good |
| **Restrooms/fountains:** Restrooms, sinks and drinking fountains | Fair |
| **Safety:** Fire safety, emergency systems, hazardous materials | Good |
| **Structural:** Structural condition, roofs | Good |
| **External:** Windows/doors/gates/fences, playgrounds/school grounds | Good |
| **Overall summary of facility conditions** | Good |
| **Date of the most recent school site inspection** | 7/23/2019 |
| **Date of the most recent completion of the inspection form** | 7/23/2019 |

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | | 2019-20 School Year |
| --- | --- | --- |
| **Items Inspected** | **Deficiencies and Action Taken or Planned** | **Date of Action** |
| **Interior** | Stained/cracked ceiling tiles, needs paint, stained floor, broken light cover. Tiles repaired/replaced, light fixed. | July 2019 |
| **Restrooms/fountains** | Leak in wall, missing drinking fountain, third stall clogged and not working, two sinks not working, handicap stall not working, and urinal stuck. Work order submitted. | To be completed December 2019. |

## School Facilities

Williams Middle School has a beautiful campus that looks like a new campus but is 26 years old. We do not allow gum at school, and it helps keep the walkways clean and safe. Williams has a multipurpose room and a gym for all of the activities we are involved with during and after school. Almost all teachers have and use SMART Boards during instruction, and students enjoy the individual student-response systems.

### General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of Earle E. Williams Middle School for the 2018-19 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

## School Facilities

*Continued from left*

### Age of School/Buildings

This school has 58 classrooms, a multipurpose room, gym, library, administration building, kitchen and locker rooms. The main campus was built in the 1989-90 school year. Additions were constructed in 1992 (two relocatable classrooms), 1993 (three relocatable classrooms), the 2000-01 school year (five relocatable classrooms altered, three relocatable classrooms added and renovation on the multipurpose room), 2006 (six relocatable classrooms) and the 2007-08 school year (new fire/intrusion alarm and one relocatable classroom), 2016 floor coverings, painted exterior of campus, reconfigured parking lot for access compliance).

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Our entire parking lot was updated and lines painted to make it easier for parents to safely drop off and pick up students. 28 classrooms including, the library, also received new carpet during the summer.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | | Three-Year Data | | |
|---|---|---|---|---|
| | **Tracy USD** | **Williams MS** | | |
| **Teachers** | **19-20** | **17-18** | **18-19** | **19-20** |
| **With a full credential** | 672 | 45 | 46 | 44 |
| **Without a full credential** | 20 | 4 | 5 | 3 |
| **Teaching outside subject area of competence (with full credential)** | 57 | 0 | 0 | 7 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data | | |
|---|---|---|---|
| | **Williams MS** | | |
| **Teachers** | **17-18** | **18-19** | **19-20** |
| **Teacher misassignments of English learners** | 41 | 0 | 0 |
| **Total teacher misassignments** | 2 | 0 | 0 |
| **Vacant teacher positions** | 1 | 4 | 2 |

## Professional Development

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district and their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP).

Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment for California Teachers (FACT).

The district offers professional-development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts.

Every Monday, students are released early from school at 1:30 p.m. to allow teachers to participate in professional-development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in professional learning communities.

| Professional Development Days | | Three-Year Data | |
|---|---|---|---|
| | **2017-18** | **2018-19** | **2019-20** |
| **Number of school days dedicated to staff development and continuous improvement** | 5 | 5 | 5 |

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data | |
|---|---|
| **2018-19 School Year** | |
| | **Ratio** |
| **Academic counselors** | 1:687 |
| **Support Staff** | **FTE** |
| **Counselor (academic, social/behavioral or career development)** | 1.6 |
| **Library media teacher (librarian)** | 0.5 |
| **Library media services staff (paraprofessional)** | 0.0 |
| **Psychologist** | 1.0 |
| **Social worker** | 0.0 |
| **Nurse** | 0.5 |
| **Speech/language/hearing specialist** | 1.0 |
| **Resource specialist (nonteaching)** | 0.0 |

## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | 2017-18 Fiscal Year | |
| --- | --- | --- |
| | Tracy USD | Similar Sized District |
| Beginning teacher salary | $48,137 | $51,374 |
| Midrange teacher salary | $70,952 | $80,151 |
| Highest teacher salary | $93,286 | $100,143 |
| Average elementary school principal salary | $127,236 | $126,896 |
| Average middle school principal salary | $128,903 | $133,668 |
| Average high school principal salary | $143,734 | $143,746 |
| Superintendent salary | $221,917 | $245,810 |
| Teacher salaries: percentage of budget | 36% | 35% |
| Administrative salaries: percentage of budget | 5% | 5% |

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2017-18 Fiscal Year | |
| --- | --- | --- |
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Williams MS | $5,935 | $71,070 |
| Tracy USD | $8,184 | $70,046 |
| California | $7,507 | $82,031 |
| School and district: percentage difference | -27.5% | +1.5% |
| School and California: percentage difference | -20.9% | -13.4% |

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
| --- | --- |
| 2017-18 Fiscal Year | |
| Total expenditures per pupil | $6,792 |
| Expenditures per pupil from restricted sources | $857 |
| Expenditures per pupil from unrestricted sources | $5,935 |
| Annual average teacher salary | $71,070 |

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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