Earle E. Williams Middle School

Grades 6-8
CDS Code 39-75499-6109003

Miguel Romo, Principal
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https://williams.tracy.k12.ca.us/

SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

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, music and band. Our Advancement Via Individual Determination (AVID) 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 841students in 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.

Our school site council is comprised of six parent representatives, three of which represent our English Learner Advisor Committee (ELAC). School site council serves as a way for parents to give input and provide recommendations of school programs and processes.

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 December 2021.

"Earle E. Williams Middle School is the place to be!"

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 Student Group

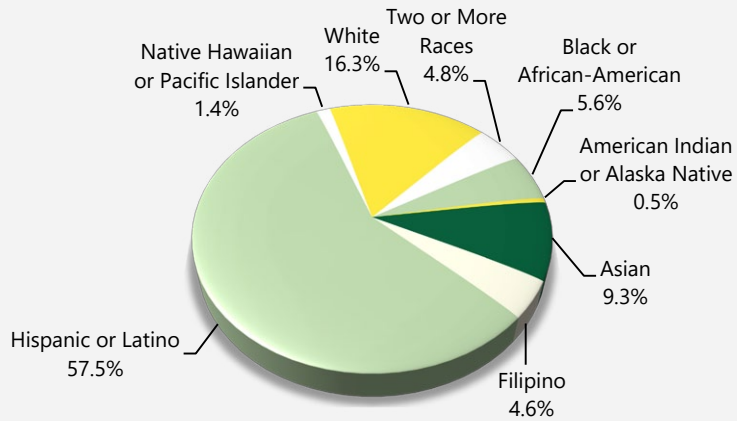| Demographics	
2020-21 School Year	
Female	48.80%
Male	51.20%
Non-Binary	0.00%
English learners	29.50%
Foster youth	0.50%
Homeless	6.00%
Migrant	0.10%
Socioeconomically Disadvantaged	59.80%
Students with Disabilities	16.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

- 6: 286
- 7: 305
- 8: 332

Enrollment by Student Group

The total enrollment at the school was 923 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

- Native Hawaiian or Pacific Islander 1.4%
- White 16.3%
- Two or More Races 4.8%
- Black or African-American 5.6%
- American Indian or Alaska Native 0.5%
- Asian 9.3%
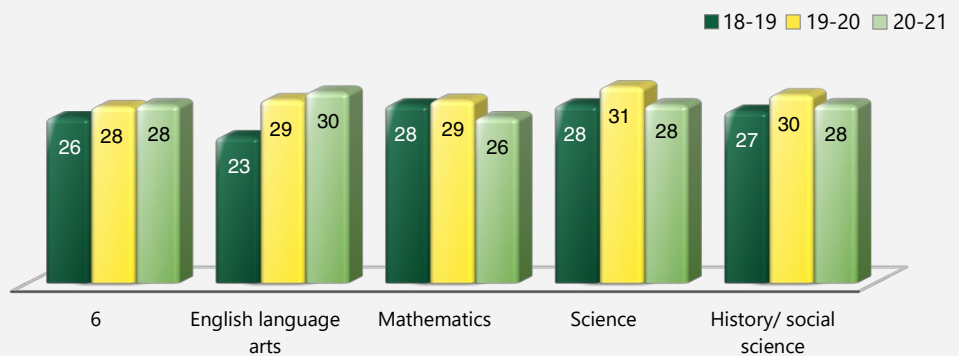- Filipino 4.6%
- Hispanic or Latino 57.5%

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.
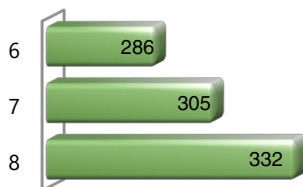
Average Class Size — Three-Year Data

Legend: 18-19, 19-20, 20-21

	18-19	19-20	20-21
6	26	28	28
English language arts	23	29	30
Mathematics	28	29	26
Science	28	31	28
History/ social science	27	30	28

Number of Classrooms by Size — Three-Year Data

Grade	2018-19 Number of Students			2019-20 Number of Students			2020-21 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	7	49			10			32	

Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	10	26	1		23			17	
Mathematics		22	1		23			21	
Science		24			23			22	
History/social science	1	24	1		24			20	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions — Two-Year Data

	Williams MS		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	15.8%	0.0%	9.3%	0.1%	3.5%	0.2%
Expulsion rates	0.8%	0.0%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions — 2019-20 School Year

	Williams MS	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	11.7%	5.5%	2.5%
Expulsion rates	0.4%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group — 2020-21 School Year

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

	Number of school days dedicated to staff development and continuous improvement
2019-20	5
2020-21	5
2021-22	5

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 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.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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	2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Williams MS**
	Grade 7
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	964	948	33	3.50%
Female	475	465	18	3.90%
Male	488	482	15	3.10%
American Indian or Alaska Native	6	5	1	20.00%
Asian	90	87	2	2.30%
Black or African American	60	60	5	8.30%
Filipino	44	43	0	0.00%
Hispanic or Latino	552	544	19	3.50%
Native Hawaiian or Pacific Islander	13	13	3	23.10%
Two or More Races	45	44	0	0.00%
White	154	152	3	2.00%
English Learners	283	282	11	3.90%
Foster Youth	9	8	1	12.50%
Homeless	67	64	4	6.30%
Socioeconomically Disadvantaged	587	577	29	5.00%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	163	161	5	3.10%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Williams MS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	16.29%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Williams MS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
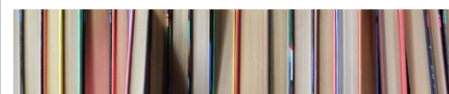
CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	315	267	84.76%	15.24%	16.29%
Female	155	125	80.65%	19.35%	12.90%
Male	159	141	88.68%	11.32%	19.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	36	26	72.22%	27.78%	42.31%
Black or African American	20	17	85.00%	15.00%	5.88%
Filipino	16	16	100.00%	0.00%	43.75%
Hispanic or Latino	179	157	87.71%	12.29%	9.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	44	34	77.27%	22.73%	21.21%
English Learners	97	80	82.47%	17.53%	1.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	38	34	89.47%	10.53%	5.88%
Military	30	22	73.33%	26.67%	0.00%
Socioeconomically disadvantaged	193	161	83.42%	16.58%	7.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	40	34	85.00%	15.00%	6.06%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

CAASPP Test Results by Student Group: English Language Arts (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards
2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	902	756	83.81%	16.19%	31.01%
Female	445	364	81.80%	18.20%	36.03%
Male	456	391	85.75%	14.25%	26.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	84	67	79.76%	20.24%	52.24%
Black or African American	56	41	73.21%	26.79%	17.50%
Filipino	41	40	97.56%	2.44%	47.50%
Hispanic or Latino	523	443	84.70%	15.30%	22.58%
Native Hawaiian or Pacific Islander	11	8	72.73%	27.27%	❖
Two or more races	38	32	84.21%	15.79%	35.48%
White	144	121	84.03%	15.97%	45.45%
English Learners	254	214	84.25%	15.75%	8.06%
Foster Youth	❖	❖	❖	❖	❖
Homeless	118	88	74.58%	25.42%	11.36%
Military	53	42	79.25%	20.75%	29.27%
Socioeconomically disadvantaged	549	445	81.06%	18.94%	21.28%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	154	123	79.87%	20.13%	4.92%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

CAASPP Test Results by Student Group: Mathematics (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards	2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	902	749	83.04%	16.96%	15.02%
Female	445	362	81.35%	18.65%	14.61%
Male	456	386	84.65%	15.35%	15.45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	84	68	80.95%	19.05%	30.88%
Black or African American	56	41	73.21%	26.79%	7.32%
Filipino	41	40	97.56%	2.44%	32.50%
Hispanic or Latino	523	437	83.56%	16.44%	7.96%
Native Hawaiian or Pacific Islander	11	8	72.73%	27.27%	❖
Two or more races	38	32	84.21%	15.79%	18.75%
White	144	119	82.64%	17.36%	26.89%
English Learners	254	207	81.50%	18.50%	0.99%
Foster Youth	❖	❖	❖	❖	❖
Homeless	118	88	74.58%	25.42%	4.65%
Military	53	41	77.36%	22.64%	7.50%
Socioeconomically disadvantaged	549	441	80.33%	19.67%	6.93%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	154	122	79.22%	20.78%	4.10%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.
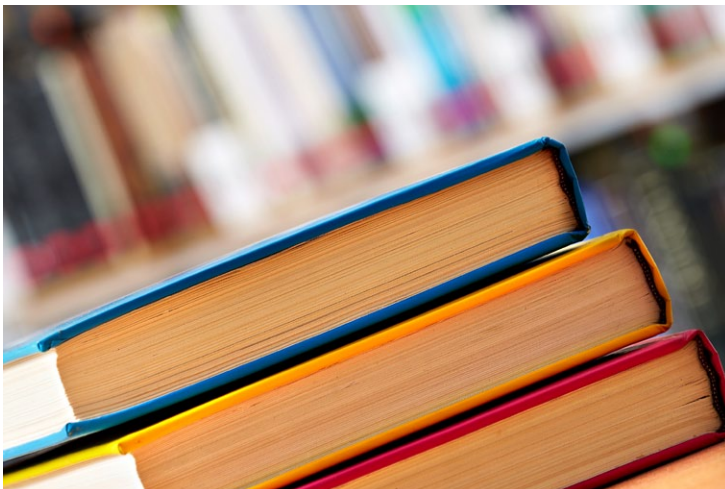
School Facility Good Repair Status

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	2021-22 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)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
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	7/30/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Electrical	Girls' restroom and room 52 lights out. Work order submitted.	October 2021
Restrooms/fountains	Boys' restroom handicap partition support pulled out of the wall. Girls' restroom second toilet leaks. Work order submitted.	October 2021

School Facilities

Williams Middle School has a beautiful campus that looks like a new campus, but it 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 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 2019-20 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.

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ¤

¤ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.

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	
2021-22 School Year	
Data collection date	9/28/2021
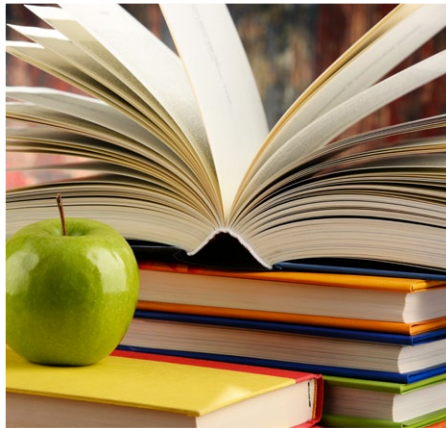
Public Internet Access

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 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 at a workstation, and the ability to print documents.

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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List — 2021-22 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
Mathematics	*Algebra 2*, Houghton Mifflin	2015
Science	*Focus on Earth Science (6)*	2008
Science	*Focus on Life Science (7)*	2008
Science	*Focus on Physical Science (8)*	2008
History/social science	*World History: Ancient Civilizations*	2018
History/social science	*World History: Medieval and Early Modern Times*	2018
History/social science	*American Stories: Beginnings to World War I*	2018

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 — 2021-22 School Year

Williams MS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement — 2020-21 School Year

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.0	69.4%	549.4	79.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	2.0	4.8%	31.0	4.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.9	7.2%	27.0	3.9%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.7	16.2%	29.4	4.2%	12,115.8	4.4%
Unknown	1.0	2.4%	57.1	8.2%	18,854.3	6.9%
Total Teaching Positions	41.7	100.0%	694.2	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments — 2020-21 School Year

Authorization/Assignment	Williams MS
Permits and Waivers	1.9
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.9

Note: The data in these tables is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Williams MS**
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	5.9
Total Out-of-Field Teachers	6.7

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00
✧ Not applicable.	

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Williams MS**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$7,893
Expenditures per pupil from restricted sources	$1,223
Expenditures per pupil from unrestricted sources	$6,670
Annual average teacher salary	$72,209

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	2019-20 Fiscal Year	
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$52,219	$52,562
Midrange teacher salary	$76,968	$83,575
Highest teacher salary	$101,195	$104,166
Average elementary school principal salary	$135,269	$131,875
Average middle school principal salary	$143,044	$137,852
Average high school principal salary	$155,819	$150,626
Superintendent salary	$240,699	$260,243
Teacher salaries: percentage of budget	36%	34%
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Williams MS	$6,670	$72,209
Tracy USD	$6,777	$72,386
California	$8,444	$86,376
School and district: percentage difference	-1.6%	-0.2%
School and California: percentage difference	-21.0%	-16.4%

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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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,101	6,579	92.65%	7.35%	36.87%
Female	3,484	3,230	92.71%	7.29%	42.71%
Male	3,612	3,345	92.61%	7.39%	31.28%
American Indian or Alaska Native	28	26	92.86%	7.14%	34.62%
Asian	920	881	95.76%	4.24%	49.26%
Black or African American	388	337	86.86%	13.14%	30.45%
Filipino	357	351	98.32%	1.68%	59.14%
Hispanic or Latino	3,882	3,592	92.53%	7.47%	28.22%
Native Hawaiian or Pacific Islander	93	82	88.17%	11.83%	32.93%
Two or more races	291	263	90.38%	9.62%	45.80%
White	1,142	1,047	91.68%	8.32%	48.80%
English Learners	1,924	1,794	93.24%	6.76%	8.50%
Foster Youth	42	36	85.71%	14.29%	22.22%
Homeless	792	708	89.39%	10.61%	18.98%
Military	342	309	90.35%	9.65%	32.35%
Socioeconomically disadvantaged	4,221	3,870	91.68%	8.32%	27.44%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

"The future belongs to the educated."

TRACY

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	7,100	6,516	91.77%	8.23%	21.76%
Female	3,483	3,201	91.90%	8.10%	21.20%
Male	3,612	3,311	91.67%	8.33%	22.32%
American Indian or Alaska Native	28	26	92.86%	7.14%	7.69%
Asian	920	878	95.43%	4.57%	38.54%
Black or African American	388	334	86.08%	13.92%	16.77%
Filipino	357	350	98.04%	1.96%	41.67%
Hispanic or Latino	3,881	3,556	91.63%	8.37%	13.89%
Native Hawaiian or Pacific Islander	93	81	87.10%	12.90%	16.25%
Two or more races	291	263	90.38%	9.62%	27.38%
White	1,142	1,028	90.02%	9.98%	28.75%
English Learners	1,924	1,777	92.36%	7.64%	4.69%
Foster Youth	41	36	87.80%	12.20%	13.89%
Homeless	792	704	88.89%	11.11%	11.97%
Military	342	306	89.47%	10.53%	13.11%
Socioeconomically disadvantaged	4,220	3,830	90.76%	9.24%	15.05%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.