

Tracy Unified School District

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



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Earle E. Williams Middle School

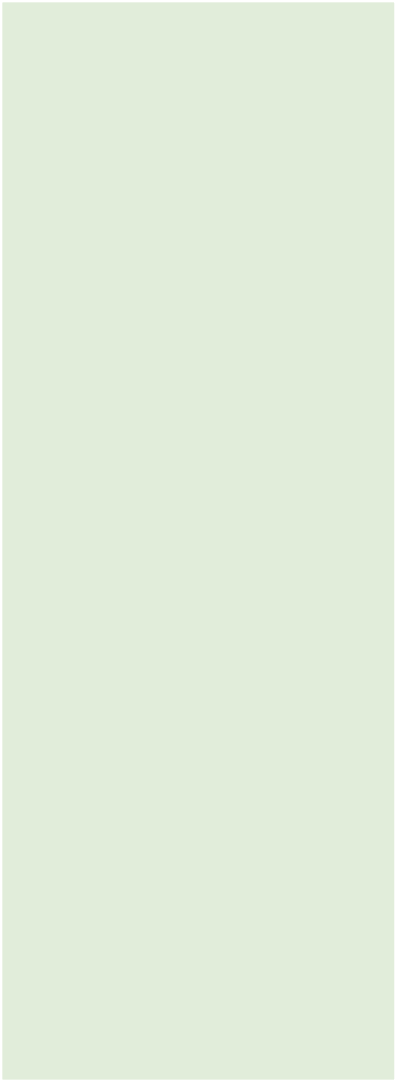
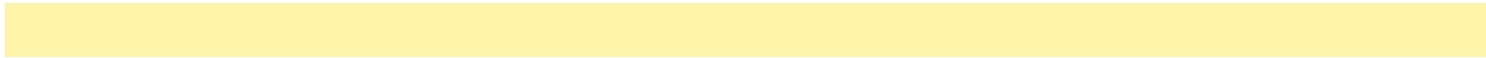
Grades 6-8
CDS Code 39-75499-6109003

Miguel Romo, Principal
mromo@tusd.net

1600 Tennis Lane
Tracy, CA 95376
(209) 830-3345

<https://williams.tracy.k12.ca.us/>







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, where students 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.

School Vision Statement

Nurturing respectful, motivated learners who become the empowered leaders of tomorrow.

About Our School

Earle E. Williams Middle School is located on 22 acres and serves 841 students 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. Opportunities such as College Bound and Parent Institute for Quality Education (PIQE) exist to inform parents about Williams Middle School, college and career.

Our school site council is comprised of five 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 quarterly. 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 August 2022.



"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

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

Steve Abercrombie, *Board Clerk*

Simran Kaur, *Member*

Lynn Dell Hawkins, *Member*

Ana Blanco, *Member*

Lori Souza, *Member*

Enrollment by Student Group

Demographics

2021-22 School Year

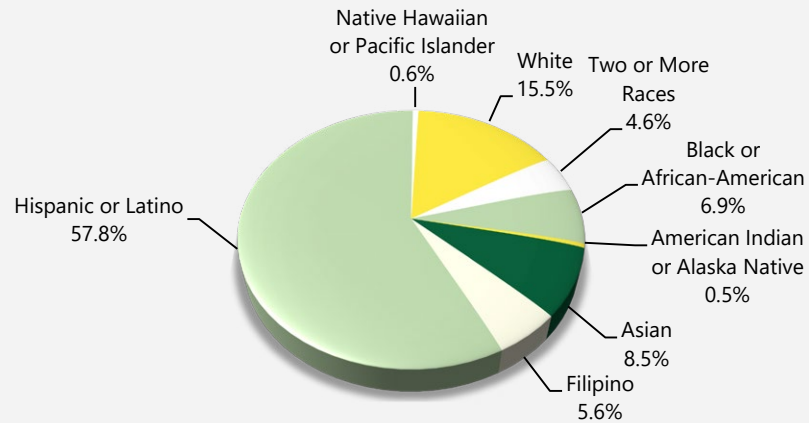
Female	50.10%
Male	49.90%
Non-Binary	0.00%
English learners	25.40%
Foster youth	0.10%
Homeless	5.30%
Migrant	0.10%
Socioeconomically Disadvantaged	58.80%
Students with Disabilities	15.50%

Enrollment by Student Group

The total enrollment at the school was 808 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

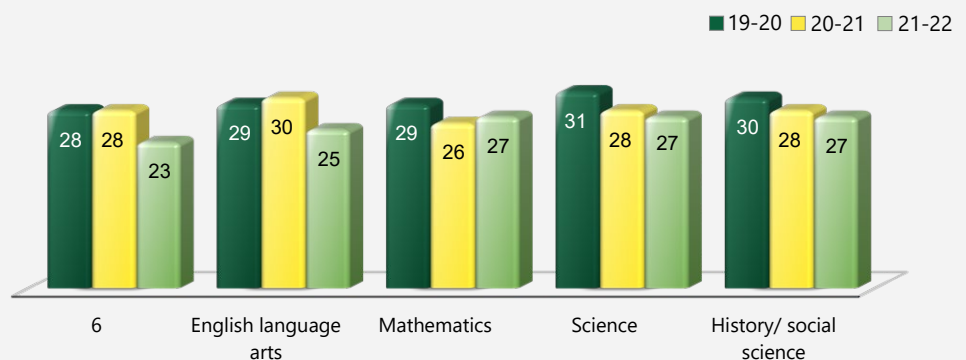


Class Size Distribution

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

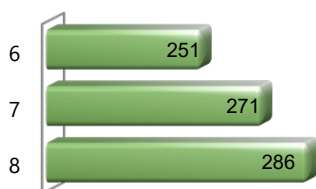
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		10			32			43	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		23			17		3	18	
Mathematics		23			21		1	18	
Science		23			22		1	19	
History/social science		24			20			17	





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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	12.9%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.0%	2.2%	0.0%	0.6%	0.0%	0.1%

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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	12.9%	2.2%		
Female	9.2%	1.6%		
Male	16.5%	2.8%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	5.4%	0.0%		
Black or African American	23.1%	4.6%		
Filipino	12.8%	2.1%		
Hispanic or Latino	11.1%	2.2%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	24.3%	2.7%		
White	15.4%	1.5%		
English Learners	12.1%	1.8%		
Foster Youth	0.0%	0.0%		
Homeless	15.0%	3.3%		
Socioeconomically Disadvantaged	15.6%	2.6%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	18.7%	3.0%		



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 Wednesday, 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

2020-21	5
2021-22	5
2022-23	6

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 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	97%	95%	95%	91%	97%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	870	848	221	26.10%
Female	433	423	107	25.30%
Male	437	425	114	26.80%
American Indian or Alaska Native	5	4	1	25.00%
Asian	74	74	4	5.40%
Black or African American	65	62	24	38.70%
Filipino	47	47	6	12.80%
Hispanic or Latino	497	485	135	27.80%
Native Hawaiian or Pacific Islander	8	5	3	60.00%
Two or More Races	37	37	13	35.10%
White	136	133	34	25.60%
English Learners	223	217	50	23.00%
Foster Youth	1	1	0	0.00%
Homeless	60	56	17	30.40%
Socioeconomically Disadvantaged	533	517	156	30.20%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	134	131	49	37.40%

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.





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	20-21	21-22	20-21	21-22	20-21	21-22
Science	16.29%	23.66%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	35%	*	39%	*	47%
Mathematics	*	19%	*	25%	*	33%

* 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

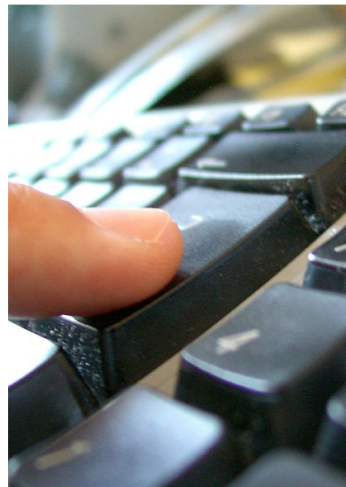
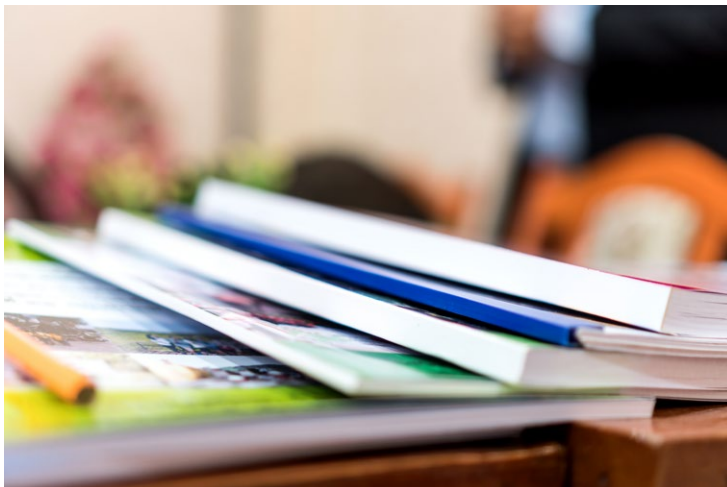
CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year
Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	285	279	97.89%	2.11%	23.66%
Female	142	139	97.89%	2.11%	18.71%
Male	143	140	97.90%	2.10%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	30	30	100.00%	0.00%	16.67%
Black or African American	22	21	95.45%	4.55%	23.81%
Filipino	14	14	100.00%	0.00%	42.86%
Hispanic or Latino	153	149	97.39%	2.61%	13.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	14	100.00%	0.00%	21.43%
White	49	49	100.00%	0.00%	53.06%
English Learners	67	66	98.51%	1.49%	1.52%
Foster Youth	❖	❖	❖	❖	❖
Homeless	20	18	90.00%	10.00%	11.11%
Military	43	43	100.00%	0.00%	11.63%
Socioeconomically disadvantaged	175	170	97.14%	2.86%	12.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	46	95.83%	4.17%	10.87%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	790	768	97.22%	2.78%	35.42%
Female	396	384	96.97%	3.03%	42.97%
Male	394	384	97.46%	2.54%	27.86%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	76	75	98.68%	1.32%	52.00%
Black or African American	54	50	92.59%	7.41%	34.00%
Filipino	43	42	97.67%	2.33%	52.38%
Hispanic or Latino	452	439	97.12%	2.88%	27.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	32	32	100.00%	0.00%	50.00%
White	123	123	100.00%	0.00%	43.90%
English Learners	178	172	96.63%	3.37%	6.40%
Foster Youth	❖	❖	❖	❖	❖
Homeless	46	39	84.78%	15.22%	20.51%
Military	77	76	98.70%	1.30%	21.05%
Socioeconomically disadvantaged	468	452	96.58%	3.42%	26.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	118	115	97.46%	2.54%	13.04%

❖ 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)

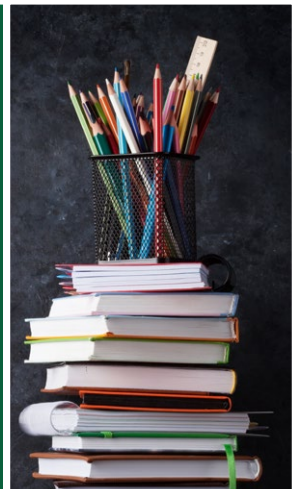
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	789	767	97.21%	2.79%	18.93%
Female	396	384	96.97%	3.03%	17.45%
Male	393	383	97.46%	2.54%	20.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	75	75	100.00%	0.00%	36.00%
Black or African American	54	50	92.59%	7.41%	12.00%
Filipino	43	41	95.35%	4.65%	26.83%
Hispanic or Latino	452	439	97.12%	2.88%	12.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	32	32	100.00%	0.00%	25.00%
White	123	123	100.00%	0.00%	30.89%
English Learners	177	174	98.31%	1.69%	2.87%
Foster Youth	❖	❖	❖	❖	❖
Homeless	46	42	91.30%	8.70%	7.14%
Military	77	73	94.81%	5.19%	12.33%
Socioeconomically disadvantaged	467	453	97.00%	3.00%	10.84%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	118	111	94.07%	5.93%	3.60%

❖ 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		2022-23 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		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		8/1/2022

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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Stained ceiling tiles; chipped floors. Work order submitted.	August 2022
Cleanliness	Graffiti on partitions in boy's restroom. Work order submitted.	August 2022
Restrooms/fountains	Urinal lever leaks; missing soap dispenser; sink needs adjusting; sinks need adjusting. Work order submitted.	August 2022
External	Exterior door needs theft plate reattached; glass. Work order submitted.	August 2022

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 2022-23 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Continued on sidebar

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.

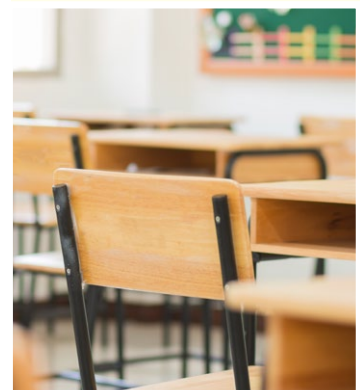
Our entire parking lot was updated, and lines painted to make it easier for parents to safely drop off and pick up students. 28 classrooms including, the library, also received new carpet during the summer.

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	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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	
2022-23 School Year	
Data collection date	9/27/2022

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 2022. 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		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill (6-8)	2017
Mathematics	<i>Digits</i> , Pearson	2014
Mathematics	<i>Bridge to Algebra</i> , Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Science	Science; Amplify (6-8)	2018
History/social science	<i>World History: Ancient Civilizations</i>	2019
History/social science	<i>World History: Medieval and Modern Times</i>	2019
History/social science	<i>World History: American Stories</i>	2019
English Language Development Materials	<i>StudySync</i> , McGraw Hill (6-8)	2017

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		2022-23 School Year
Ilssll	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 and the 2021-22 school years. 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%

Teacher Preparation and Placement					2021-22 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)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

** Data not available from the state at this time.

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/calpadsupdfdash201.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>.





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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	312:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.9	**
Misassignments	1.0	**
Vacant Positions	0.0	**
Total Teachers Without Credentials and Misassignments	2.9	**

** Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.8	**
Local Assignment Options	5.9	**
Total Out-of-Field Teachers	6.7	**

** Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
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%	**

** Data not available from the state at this time.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	3379%	33%
Administrative salaries: percentage of budget	482%	5%

Financial Data Comparison

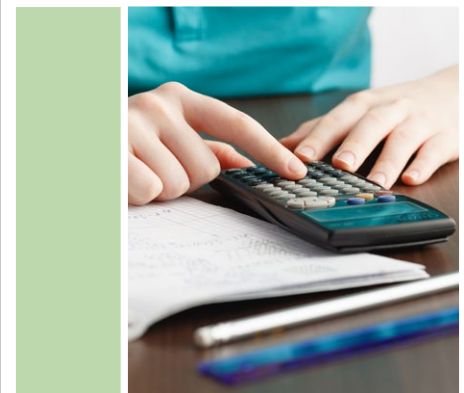
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Williams MS	\$6,579	\$79,138
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+30.5%	+3.1%
School and California: percentage difference	-0.2%	-10.4%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$8,070
Expenditures per pupil from restricted sources	\$1,490
Expenditures per pupil from unrestricted sources	\$6,579
Annual average teacher salary	\$79,138



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.

Earle E. Williams Middle School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.

School Accountability Report Card

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