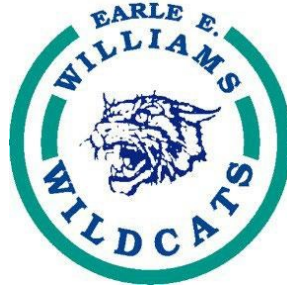


Earle E. Williams Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

School Name	Earle E. Williams Middle School
Street	1600 Tennis Lane
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3345
Principal	Miguel Romo
Email Address	mromo@tusd.net
School Website	https://williams.tracy.k12.ca.us/
County-District-School (CDS) Code	39-75499-6109003

2023-24 District Contact Information

District Name	Tracy Unified School District
Phone Number	(209) 830-3200
Superintendent	Rob Pecot
Email Address	rpecot@tusd.net
District Website	www.tracy.k12.ca.us

2023-24 School Description and Mission Statement

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 promoting 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.

2023-24 School Description and Mission Statement

About Our School

Earle E. Williams Middle School is located on 22 acres and serves 751 students in grades 6-8. We are an AVID school, which means that we assist students in preparing for high school and college or career, 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.

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 world class, culturally proficient 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	275
Grade 7	253
Grade 8	256
Total Enrollment	784

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.7%
American Indian or Alaska Native	0.5%
Asian	9.4%
Black or African American	6.1%
Filipino	5.6%
Hispanic or Latino	60.6%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	2.6%
White	14.3%
English Learners	23.2%
Foster Youth	0.1%
Homeless	7.9%
Migrant	0.1%
Socioeconomically Disadvantaged	61.9%
Students with Disabilities	12.8%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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)	29.00	69.44	549.40	79.15	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	4.79	31.00	4.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	7.15	27.00	3.90	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.70	16.20	29.40	4.25	12115.80	4.41
Unknown	1.00	2.39	57.10	8.22	18854.30	6.86
Total Teaching Positions	41.70	100.00	694.20	100.00	274759.10	100.00

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	26.50	69.26	548.80	80.10	234405.20	84.00
Intern Credential Holders Properly Assigned	3.70	9.87	44.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.40	8.91	33.60	4.91	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	10.03	27.10	3.96	11953.10	4.28
Unknown	0.70	1.85	31.30	4.58	15831.90	5.67
Total Teaching Positions	38.30	100.00	685.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.90	0.80
Misassignments	1.00	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	3.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.20
Local Assignment Options	5.90	3.60
Total Out-of-Field Teachers	6.70	3.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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	9.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill (6-8) 2017	Yes	0%
	StudySync, McGraw Hill (6-8) 2017		
Mathematics	Digits, Pearson 2014	Yes	0%
	Bridge to Algebra, Carnegie Learning 2014		
	Algebra 1, Houghton Mifflin 2015		
	Geometry, Houghton Mifflin 2015		
	Algebra 2, Houghton Mifflin 2015		
Science	Science; Amplify (6-8) 2018	Yes	0%
History-Social Science	World History: Ancient Civilizations 2019	Yes	0%
	World History: Medieval and Modern Times 2019		
	World History: American Stories 2019		
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%

School Facility Conditions and Planned Improvements

Williams Middle School has a beautiful campus that looks like a new campus, but it is 32 years old. Williams has a multipurpose room and a gym for school activities.

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 2023-24 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

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.

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.

Year and month of the most recent FIT report

7/13/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Multiple lights out, missing outlet, missing diffusers, cracked electrical plates, ballasts, cracked cover. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Cracked flooring & sheet rock, faucet missing handle, leaking toilet, sink and urinal, no pressure on faucet, loose faucets. Work order submitted.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			Damaged seam cover. Work order submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	31	39	41	47	46
Mathematics (grades 3-8 and 11)	19	19	25	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	788	757	96.07	3.93	30.69
Female	396	385	97.22	2.78	33.25
Male	392	372	94.90	5.10	28.03
American Indian or Alaska Native	--	--	--	--	--
Asian	78	75	96.15	3.85	44.00
Black or African American	45	43	95.56	4.44	16.28
Filipino	45	45	100.00	0.00	44.44
Hispanic or Latino	478	457	95.61	4.39	24.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	40.91
White	109	104	95.41	4.59	47.12
English Learners	184	168	91.30	8.70	2.98
Foster Youth	0	0	0	0	0
Homeless	57	51	89.47	10.53	25.49
Military	32	32	100.00	0.00	21.88
Socioeconomically Disadvantaged	474	454	95.78	4.22	24.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	94	94.00	6.00	7.45

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	788	761	96.57	3.43	18.66
Female	396	386	97.47	2.53	19.43
Male	392	375	95.66	4.34	17.87
American Indian or Alaska Native	--	--	--	--	--
Asian	78	77	98.72	1.28	41.56
Black or African American	45	43	95.56	4.44	11.63
Filipino	45	45	100.00	0.00	35.56
Hispanic or Latino	478	458	95.82	4.18	11.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	28.57
White	109	106	97.25	2.75	30.19
English Learners	184	175	95.11	4.89	2.29
Foster Youth	0	0	0	0	0
Homeless	57	55	96.49	3.51	16.36
Military	32	31	96.88	3.12	9.68
Socioeconomically Disadvantaged	474	460	97.05	2.95	13.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	95	95.00	5.00	3.16

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.66	18.95	23.05	24.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	248	96.88	3.12	18.95
Female	132	126	95.45	4.55	18.25
Male	124	122	98.39	1.61	19.67
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	30.77
Black or African American	13	12	92.31	7.69	16.67
Filipino	15	15	100.00	0.00	13.33
Hispanic or Latino	156	149	95.51	4.49	12.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	38.89
English Learners	56	55	98.21	1.79	0.00
Foster Youth	0	0	0	0	0
Homeless	23	22	95.65	4.35	9.09
Military	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	160	156	97.50	2.50	12.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	9.38

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	99.1%	96.2%	98.1%	97.7%	98.1%
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for 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.

School site council serves as a way for parents to give input and provide recommendations of school programs and processes. Williams Middle School also has an ELAC (English Language Advisory Committee) which provides another forum for parent input. Parents are also included on the School Counseling Advisory Committee.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	866	837	223	26.6
Female	442	426	120	28.2
Male	424	411	103	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	81	79	7	8.9
Black or African American	56	51	24	47.1
Filipino	47	45	6	13.3
Hispanic or Latino	523	508	136	26.8
Native Hawaiian or Pacific Islander	10	10	6	60.0
Two or More Races	24	22	7	31.8
White	121	118	35	29.7
English Learners	226	217	50	23.0
Foster Youth	2	1	0	0.0
Homeless	98	90	36	40.0
Socioeconomically Disadvantaged	566	546	165	30.2
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	123	117	37	31.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	12.87	12.70	0.07	6.60	8.10	0.20	3.17	3.60
Expulsions	0.00	2.18	0.81	0.01	0.55	0.36	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.7	0.81
Female	10.86	0.9
Male	14.62	0.71
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.47	0
Black or African American	19.64	1.79
Filipino	6.38	0
Hispanic or Latino	13.96	1.15
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.5	0
White	13.22	0
English Learners	13.27	0.44
Foster Youth	0	0
Homeless	13.27	0
Socioeconomically Disadvantaged	14.31	1.24
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.2	0

2023-24 School Safety Plan

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 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 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	20	1
Mathematics	30	4	15	5
Science	27	2	22	
Social Science	25	4	21	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	19	
Mathematics	24	5	19	
Science	25	2	20	
Social Science	25	4	18	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	16	0
Mathematics	26	3	18	0
Science	27	1	18	0
Social Science	26	2	18	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	196

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,361	\$2,045	\$7,315	\$92,233
District	N/A	N/A	\$2,368	\$85,416
Percent Difference - School Site and District	N/A	N/A	102.2	11.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	10.4	4.3

Fiscal Year 2022-23 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%.

Williams Middle School funds several services through site, Title I, and categorical funding.

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,867	\$55,550
Mid-Range Teacher Salary	\$80,870	\$84,645
Highest Teacher Salary	\$106,326	\$111,284
Average Principal Salary (Elementary)	\$141,836	\$139,860
Average Principal Salary (Middle)	\$150,296	\$146,440
Average Principal Salary (High)	\$157,475	\$158,447
Superintendent Salary	\$230,376	\$278,268
Percent of Budget for Teacher Salaries	33.71%	32.21%
Percent of Budget for Administrative Salaries	4.92%	4.89%

Professional Development

School

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 class- room 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.

LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school 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.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with the International Center for Leadership in Education (ICLE). The work with ICLE focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4