

Earle E. Williams Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fg/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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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	Jenny Hoffmnan
Email Address	jhoffman@tUSD.net
School Website	https://williams.tracy.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	39-75499-6109003

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Earle E. Williams Middle School is the place to be! We believe by creating a safe and nurturing environment focused on supporting students to excel academically and emotionally. Through rigorous instructional practices emphasizing universal design for learning 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, art, 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.

2025-26 School Description and Mission Statement

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

School Mission Statement

To provide a safe respectful and compassionate environment for all students to develop a lifelong love of learning.

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 732 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	259
Grade 7	242
Grade 8	261
Total Enrollment	762

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.3
Asian	12.2
Black or African American	5.9
Filipino	3.5
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.5
White	10.8
English Learners	21.7
Foster Youth	0.5
Homeless	6.2
Migrant	0.3
Socioeconomically Disadvantaged	77.6
Students with Disabilities	11.4

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.

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)	26.5	69.26	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	3.7	9.87	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	8.91	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	10.03	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	0.7	1.85	31.3	4.58	15831.9	5.67
Total Teaching Positions	38.3	100	685.1	100	279044.8	100

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.

2022-23 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)	32.9	84.09	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	2	5.11	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.55	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	8.25	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	0	0	24.2	3.52	14303.8	5.15
Total Teaching Positions	39.1	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	28.3	76.61	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	1.8	4.94	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	5.83	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.4	12.03	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	0.2	0.54	30.3	4.24	13705.8	4.91
Total Teaching Positions	37	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	0
Misassignments	2.60	1	2.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.40	1	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0	1
Local Assignment Options	3.60	3.2	3.4
Total Out-of-Field Teachers	3.80	3.2	4.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.3	3.1	6.1
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	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill (6-8) 2017	0%
	StudySync, McGraw Hill (6-8) 2017	
Mathematics	Digits, Pearson 2014	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	0%
History-Social Science	World History: Ancient Civilizations 2019	0%
	World History: Medieval and Modern Times 2019	
	World History: American Stories 2019	

Foreign Language		0%
Health		0%
Visual and Performing Arts		0%

Note: Cells with N/A values do not require data.

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 2024-25 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 multi-purpose 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 relocat-able 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

7/25/2025

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Light panels missing; Ballasts; Missing electrical outlet. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	37	40	42	47	48
Mathematics (grades 3-8 and 11)	22	27	26	29	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	765	746	97.52	2.48	37.27
Female	374	361	96.52	3.48	39.34
Male	391	385	98.47	1.53	35.32
American Indian or Alaska Native	--	--	--	--	--
Asian	101	98	97.03	2.97	57.14
Black or African American	45	45	100.00	0.00	31.11
Filipino	28	27	96.43	3.57	74.07
Hispanic or Latino	464	451	97.20	2.80	28.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	43.75

White	83	82	98.80	1.20	50.00
English Learners	169	157	92.90	7.10	1.91
Foster Youth	--	--	--	--	--
Homeless	53	44	83.02	16.98	15.91
Military	--	--	--	--	--
Socioeconomically Disadvantaged	601	583	97.00	3.00	29.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	81	97.59	2.41	11.11

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	765	755	98.69	1.31	27.42
Female	374	367	98.13	1.87	24.52
Male	391	388	99.23	0.77	30.15
American Indian or Alaska Native	--	--	--	--	--
Asian	101	101	100.00	0.00	52.48
Black or African American	45	45	100.00	0.00	13.33
Filipino	28	28	100.00	0.00	35.71
Hispanic or Latino	464	454	97.84	2.16	19.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	42.42
White	83	83	100.00	0.00	39.76
English Learners	169	168	99.41	0.59	4.76
Foster Youth	--	--	--	--	--
Homeless	53	52	98.11	1.89	9.62
Military	--	--	--	--	--

Socioeconomically Disadvantaged	601	592	98.50	1.50	20.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	81	97.59	2.41	7.41

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.68	20.91	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	264	98.14	1.86	20.91
Female	141	136	96.45	3.55	19.85
Male	128	128	100.00	0.00	22.05
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	37.93
Black or African American	18	18	100.00	0.00	5.56
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	166	161	96.99	3.01	14.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	45.45
English Learners	53	53	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35
Military	--	--	--	--	--
Socioeconomically Disadvantaged	220	216	98.18	1.82	15.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	28	93.33	6.67	10.71

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96.4%	94.4%	94%	94%	94.4%
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.

2025-26 Opportunities for Parental Involvement

Williams has many opportunities for parents to be involved in their child's education. Williams families have the opportunity to take part in College Bound, to learn about college and career, and the Parent Institute for Quality Education (PIQE) for families to learn about how to support and advocate for their students within the school setting.

School site council serves as a way for parents to give input and provide recommendations on school programs and processes. Williams Middle School also has an ELAC (English Language Advisory Committee) which provides another forum for parent input. We host information nights for incoming 6th grade families to assist them in transitioning to middle school and for 8th grade families as they prepare for the high school transition.

Parents are encouraged to take part in our school's PTO program, Parents of Williams Staff and Students (PAWSS) to stay involved and to provide support for school activities.

Additionally, Williams has a part-time parent liaison to assist families with their needs and to provide translation services to our Spanish speaking community. The parent liaison encourages parents to participate in our Parent Cafes.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	829	808	165	20.4
Female	405	394	74	18.8
Male	424	414	91	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	106	104	10	9.6
Black or African American	55	53	19	35.8
Filipino	28	28	4	14.3
Hispanic or Latino	501	489	107	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	7	20.0
White	91	87	17	19.5
English Learners	182	180	39	21.7
Foster Youth	--	--	--	--
Homeless	64	62	19	30.6
Socioeconomically Disadvantaged	654	636	142	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	98	28	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.7	12.04	10.49	8.1	7.88	7.3	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.81	0.86	0.48	0.36	0.42	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.49	0.48
Female	5.43	0.74
Male	15.33	0.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.66	0.94
Black or African American	16.36	1.82
Filipino	0.00	0.00
Hispanic or Latino	11.18	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	9.89	0.00
English Learners	12.09	0.55
Foster Youth	0.00	0.00
Homeless	14.06	0.00
Socioeconomically Disadvantaged	11.62	0.61
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 October 2025.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	8	18	
Mathematics	25	3	18	
Science	26	1	19	
Social Science	26	2	18	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	7	18	
Mathematics	28	2	17	
Science	26		19	
Social Science	28		18	

2024-25 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	252.33

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$95,360
Percent Difference - School Site and District	N/A	N/A	102.2	1.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-38.2	-5.8

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

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 two 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 induction program to clear their preliminary credentials will be assigned an induction mentor to develop an individualized learning plan focused on developing their educator practice through the California Standards for the Teaching Profession. . 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 and teacher collaboration time in professional learning communities. Additionally, teachers are provided opportunities to engage in professional learning conferences relevant to goals of improving student achievement and social-emotional learning, such as Professional Learning Community (PLC) conferences, STEM trainings, and working with our district's Professional Learning team, providing additional training on rigorous lesson design, universal design for learning strategies, building classroom management skills, and improving engagement in the classroom to teachers who are newer to the profession.

This year all core teachers are given 2 half-days to work with their teams on collaborative practices and planning for the year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4