

Monte Vista Middle School

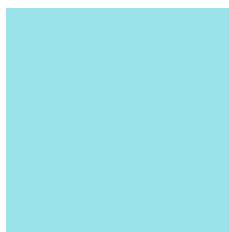
Grades 6-8
CDS Code 39-75499-6042840

Barbara Silver, Ed.D.
Principal
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(209) 830-3340

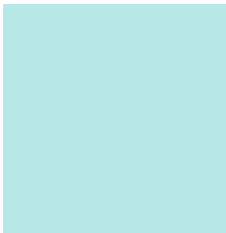
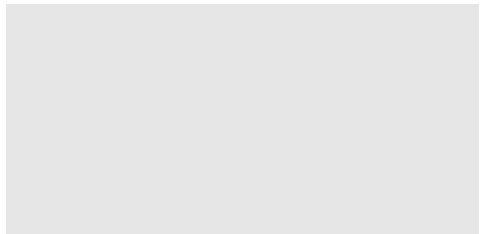
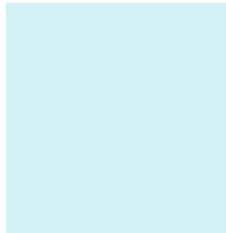
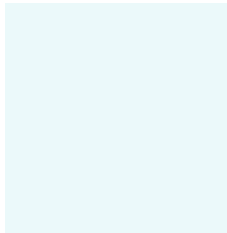
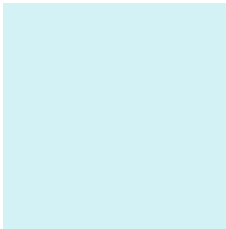
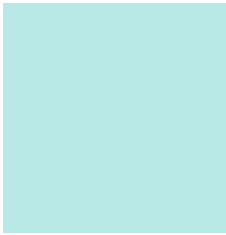
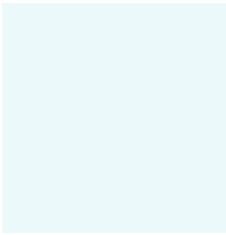
www.tracy.k12.ca.us/sites/mvms

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



Tracy Unified School District

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





Principal's Message

The faculty and staff at Monte Vista Middle School (MVMS) are totally committed to high achievement and personal success. We share many of the characteristics of an urban school, including large second-language and free-and-reduced-lunch populations, so teachers are continuously attending professional-development workshops and classes so that their students can achieve at their maximum level. As we commit every year, our goal is to ensure that all children learn in a safe and nurturing environment so that they can be the best person possible.

Monte Vista interacts and participates in several district and community events including, but not limited to, Boys & Girls Club of Tracy, District Spelling Bee, Tracy Unified School District (TUSD) Red Carpet Event, Canned Food Drive for the McHenry House, and Science Olympiad, to name a few. MVMS has the best middle school music program in the area, including a 70-piece orchestra and an 85-piece marching band, which perform several times a year. We also honor our very own accomplishments with assemblies to recognize Honor Roll, Most Improved and Character Counts students.

Monte Vista works closely with the Boys & Girls Club of Tracy to support after-school opportunities for our students. These opportunities include tutoring, extracurricular art, music, science and sport teams that compete against other Tracy teams.

In 2016, Monte Vista earned AVID (Advancement Via Individual Determination) certification, thus increasing our students' ability to be successful in college and careers.

School Mission Statement

Our mission is to nurture every child's academic and critical-thinking skills, self-esteem, and physical wellness within a positive learning environment.

School Vision Statement

Sending the best freshmen to high school.

Parental Involvement

There are several opportunities for parents to become involved in their children's academic achievement. We have Parents for Quality Education (PIQE), a nine-week parenting class in English and Spanish. We have an active School Site Council. We started an English class for parents to improve English skills. We also have representatives to the District English Learner Advisory Committee (DELAC) and Title I district groups. MVMS has a large Parent Teacher Organization (PTO). All are invited to attend.

We have a website that we update monthly, a Facebook page at www.facebook.com/MonteVistaMiddleSchool. In addition, the principal sends automated phone calls on the communication system SchoolMessenger to alert parents of upcoming events or important information. A newsletter is sent home each month to help parents help their children.

We have a full-time parent liaison. She has initiated many activities to increase parent involvement. Some activities include: a new Parent Teacher Organization, Coffee Hour with informational speakers and Parent Nutrition Class.

For more information on how to become involved at the school, please contact Barbara Silver, Ed.D., principal, or Mona Perez, parent liaison, at (209) 830-3340.

School Safety

We are proud of the positive environment we have at Monte Vista Middle School. There is an expectation of mutual respect that permeates the entire community, and when corrections to behavior are necessary, our teachers, counselors and administrators work together to ensure that students can improve their behavior and increase their personal and social skills. Our goal, even when it involves suspensions, is to teach the whole child. We do not tolerate harassment or bullying, but we also strive to help students understand their behavior and the effect it may have on others so that our students can learn empathy and compassion.

There are currently four staff members in the administration office who speak Spanish and can assist parents who are more comfortable speaking Spanish.

Both our teaching and support staff meet regularly to discuss and revise safety strategies to ensure the security of all members of the Monte Vista community. In addition, we follow the district Emergency Response Plan. We prepare ourselves for any safety challenge, and the whole school community practices drills for these eventualities each year. Our school safety plan was last updated in October 2019 and is updated on a yearly basis. The key components of our school safety plan include safety goals and procedures, discrimination and harassment policies, school rules and procedures, child-abuse reporting procedures, and disaster procedures.



TRACY
UNIFIED SCHOOL DISTRICT

*"The future belongs
to the educated."*

School Accountability Report Card

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

District Mission Statement

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

District Vision Statement

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



Board of Trustees

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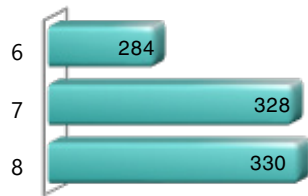
Lori Souza, Member

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Enrollment by Grade

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

2018-19 Enrollment by Grade

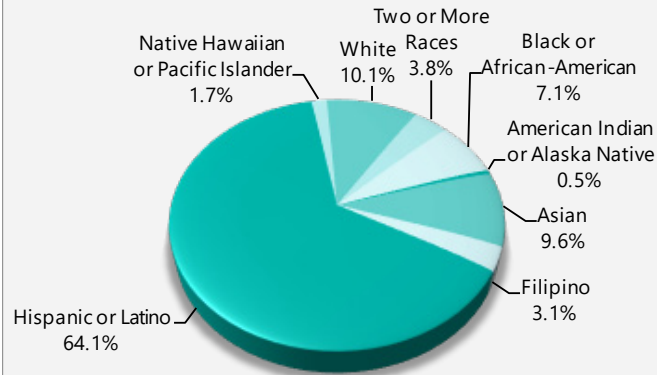


Enrollment by Student Group

The total enrollment at the school was 942 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



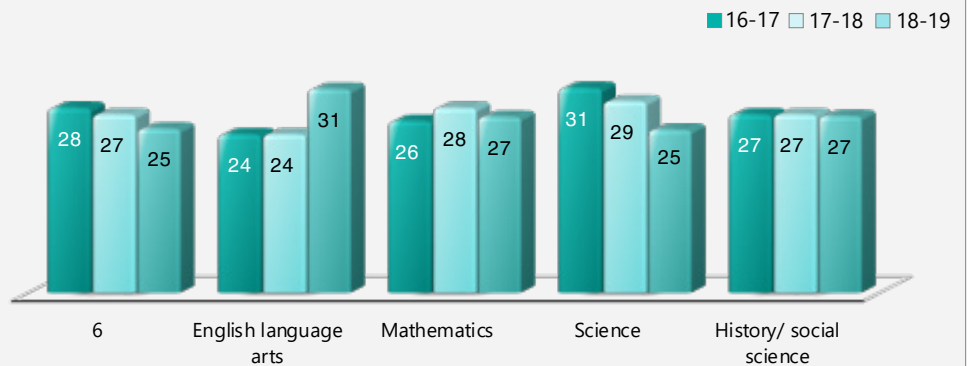
Socioeconomically disadvantaged	74.50%
English learners	37.40%
Students with disabilities	17.30%
Foster youth	0.70%
Homeless	1.30%

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



Suspensions and Expulsions

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

Suspension and Expulsion Rates

Monte Vista MS			
	16-17	17-18	18-19
Suspension rates	14.5%	13.9%	8.3%
Expulsion rates	1.7%	2.2%	0.8%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		11		5	39		2	40	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		10		8	26		12	21	
Mathematics		11		1	17		3	18	
Science		11			21		7	19	
History/social science		11		4	19		3	20	



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

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

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

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Monte Vista MS		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	29%	31%	42%		50%	51%
Mathematics	18%	20%	30%		38%	40%

California Physical Fitness Test

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

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

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

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Monte Vista MS
	Grade 7
Four of six standards	23.3%
Five of six standards	20.2%
Six of six standards	10.6%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

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



CAASPP by Student Group: English Language Arts and Mathematics

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

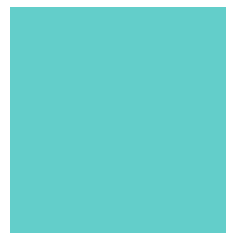
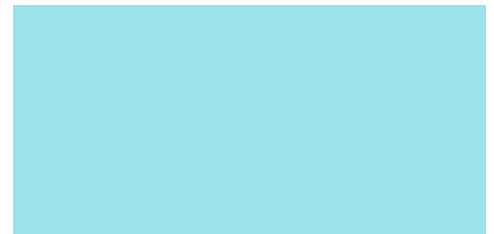
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	931	908	97.53%	2.47%	30.95%
Male	489	475	97.14%	2.86%	29.47%
Female	442	433	97.96%	2.04%	32.56%
Black or African-American	60	59	98.33%	1.67%	18.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	91	84	92.31%	7.69%	47.62%
Filipino	30	30	100.00%	0.00%	56.67%
Hispanic or Latino	612	598	97.71%	2.29%	25.75%
Native Hawaiian or Pacific Islander	16	16	100.00%	0.00%	31.25%
White	84	83	98.81%	1.19%	43.37%
Two or more races	33	33	100.00%	0.00%	48.48%
Socioeconomically disadvantaged	702	682	97.15%	2.85%	24.93%
English learners	470	456	97.02%	2.98%	21.27%
Students with disabilities	159	154	96.86%	3.14%	6.49%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	100.00%	0.00%	8.33%

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

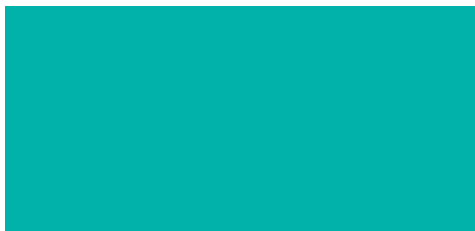
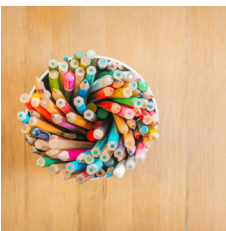
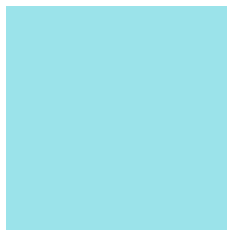
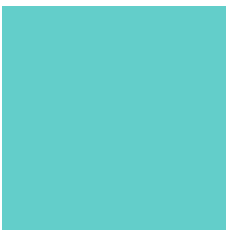




CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	930	915	98.39%	1.61%	20.44%
Male	489	478	97.75%	2.25%	23.01%
Female	441	437	99.09%	0.91%	17.62%
Black or African-American	60	59	98.33%	1.67%	11.86%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	91	89	97.80%	2.20%	41.57%
Filipino	30	30	100.00%	0.00%	40.00%
Hispanic or Latino	611	600	98.20%	1.80%	15.00%
Native Hawaiian or Pacific Islander	16	16	100.00%	0.00%	18.75%
White	84	83	98.81%	1.19%	34.94%
Two or more races	33	33	100.00%	0.00%	21.21%
Socioeconomically disadvantaged	701	687	98.00%	2.00%	16.01%
English learners	469	461	98.29%	1.71%	13.67%
Students with disabilities	159	155	97.48%	2.52%	2.58%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	12	12	100.00%	0.00%	0.00%

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



Availability of Textbooks and Instructional Materials

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

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

Currency of Textbooks

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

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

Textbooks and Instructional Materials

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

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

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

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

Quality of Textbooks

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

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

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		7/2/2019
Date of the most recent completion of the inspection form		7/2/2019

School Facilities

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.

Age of School/Buildings

This school has 41 classrooms, a multipurpose room, library, administration building, locker rooms, storage, a kitchen and a Boys & Girls Club. The main campus was built in 1960 (as El Portal School) and underwent a major renovation in 2011-12. Additions were constructed in 1966 (one relocatable music building), 1968 (a multipurpose room, two storage rooms, a kitchen), 1978 (alterations made to art building, administration, two science rooms, two classrooms, shower/locker rooms), 1987 (Boys & Girls Club), 1988 (additions to administration, shower/locker rooms, science building, the campus fire system), 1996 (HVAC in art building and redevelopment funds for electric work), 2006-07 (four relocatable classrooms; two removed in 2011-12) and 2011-12 (18 new relocatable semipermanent classrooms and modernization to remaining balance of classrooms, with exception of the science building built in 1988 and the two relocatable buildings added in 2006-07).

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. We use a work-order process to ensure efficient service and that emergency repairs are given the highest priority.

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.

About Our School

Although Monte Vista Middle School is more than 60 years old, it is now a relatively new school thanks to the voters who supported Measure S. Our renovations included new classrooms, landscaping, a bus loop, bathrooms, a renovated administration building and a refurbished gym. Having a new campus has also inspired all of us to renew our purpose for being here: to nurture every child's academic, physical, and personal skills, and talents to ensure they have a positive learning environment that is safe, and to promote equity in learning.

Monte Vista Middle School is intensely focused on continuously improving the learning environment. We recognize that many of our children continue to struggle academically, so we are doing everything that we can to make sure that our teachers have the tools necessary to help our students.

Our vision is to send the best freshman to high school.



Types of Services Funded

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

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



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1.4:920
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.4
Library media teacher (librarian)	0.6
Library media services staff (paraprofessional)	0.5
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	2.0

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data			
	Tracy USD	Monte Vista MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	672	33	35	39
Without a full credential	20	6	6	1
Teaching outside subject area of competence (with full credential)	57	3	3	5

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Monte Vista MS		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	2	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	5	1

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).

At least once a month, the site staff is provided with a workshop of two hours of professional development to enhance teacher skills. The staff and Leadership Team choose the topics and workshops are led by either site staff, County Office of Education staff or independently contracted staff.

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

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 professional learning communities teacher collaboration time.

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



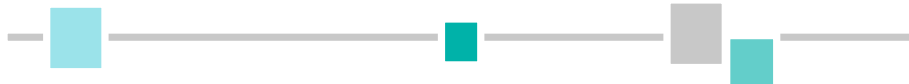
Financial Data

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

District Financial Data

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

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



Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monte Vista MS	\$5,604	\$67,369
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	-31.5%	-3.8%
School and California: percentage difference	-25.3%	-17.9%

School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,033
Expenditures per pupil from restricted sources	\$1,429
Expenditures per pupil from unrestricted sources	\$5,604
Annual average teacher salary	\$67,369



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.



Monte Vista 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 December 2019.

School Accountability Report Card

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