

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Monte Vista Middle School

Grades 6-8  
CDS Code 39-75499-6042840

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(209) 830-3340

[www.tracy.k12.ca.us/sites/mvms](http://www.tracy.k12.ca.us/sites/mvms)

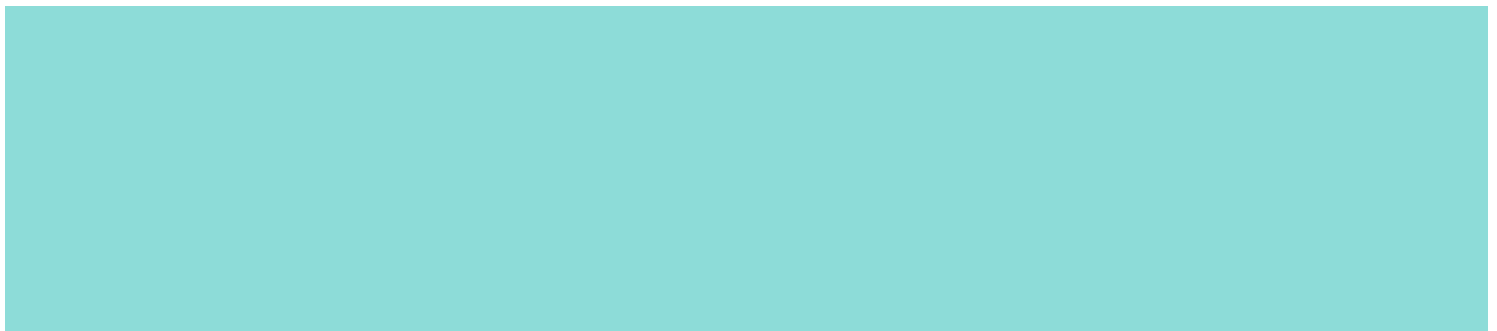
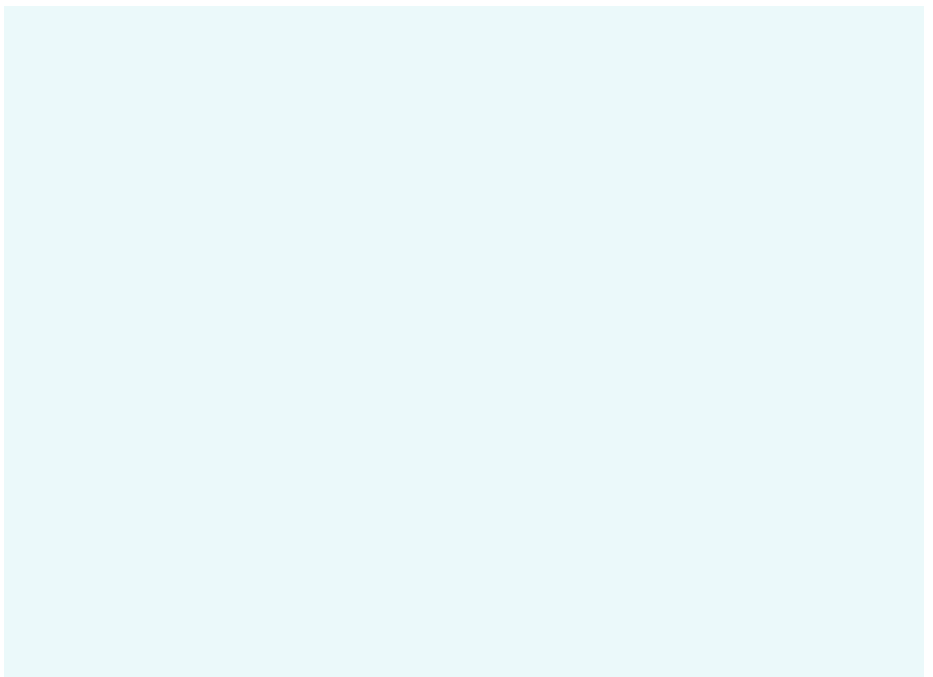
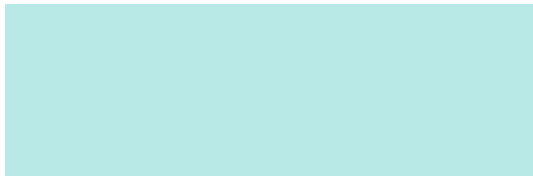
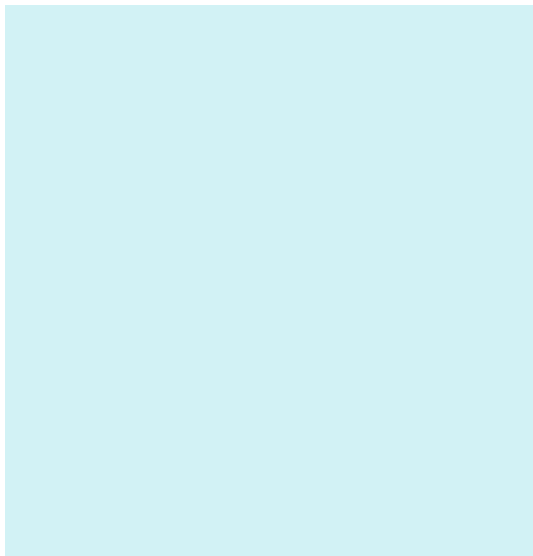
Para español, visita [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us).



## Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)

Brian Stephens, Superintendent ▪ [bstephens@tusd.net](mailto: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.

Every year, since 2016, Monte Vista has earned Advancement Via Individual Determination (AVID) 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 frequently, a Facebook page at [www.facebook.com/MonteVistaMiddleSchool](http://www.facebook.com/MonteVistaMiddleSchool). In addition, the principal sends automated phone calls, texts, and emails on the communication system School Messenger to alert parents to upcoming events or important information.

We have a part-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, Farmers' Market, and Parent Nutrition Class.

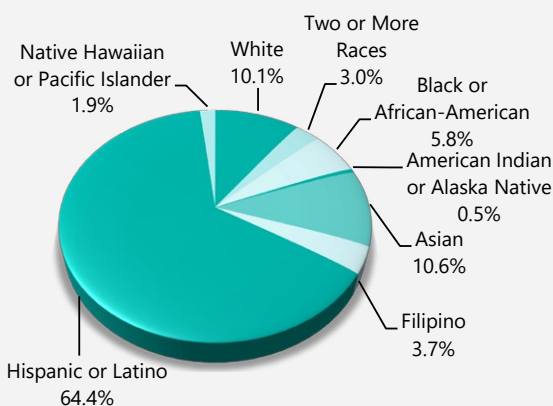
For more information on how to become involved at the school, please contact Barbara Silver, Ed.D., principal, or Mona Perez, parent liaison, at (209) 830-3340.

## Enrollment by Student Group

The total enrollment at the school was 914 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

### 2019-20 School Year



Socioeconomically disadvantaged	74.00%
English learners	39.30%
Students with disabilities	15.20%
Foster youth	0.80%
Homeless	4.30%

## 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.



*"The future belongs to the educated."*

## 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.

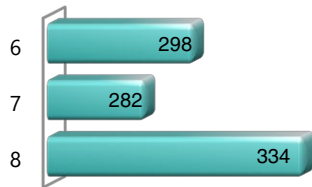
## Board of Trustees

Simran Kaur, President  
 Steve Abercrombie, Vice President  
 Ana Blanco, Board Clerk  
 Lori Souza, Member  
 Ameni Alexander, Member  
 Nathalia Erskine, Member  
 Zachary Hoffert, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

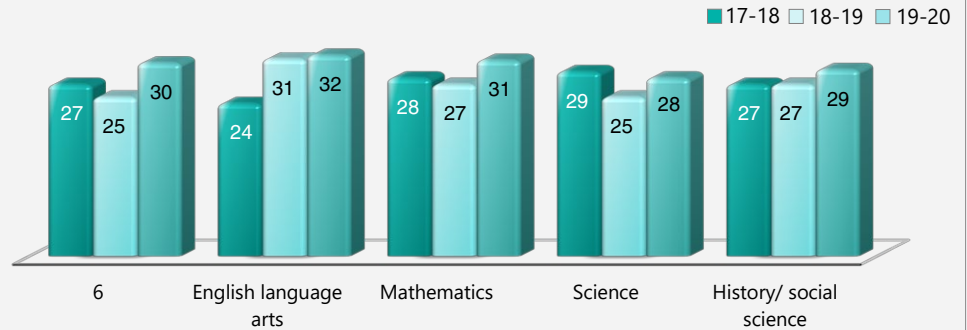


## Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	5	39		2	40			8	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	8	26		12	21			15	
Mathematics	1	17		3	18			19	
Science		21		7	19			22	
History/social science	4	19		3	20			21	

## Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% 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 K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	Monte Vista MS		Tracy USD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	13.9%	8.3%	8.3%	9.3%	3.5%	3.5%
Expulsion rates	2.2%	0.8%	0.7%	0.5%	0.1%	0.1%
	Monte Vista MS		Tracy USD		California	
	19-20		19-20		19-20	
Suspension rates	10.7%		5.5%		*	
Expulsion rates	1.0%		0.4%		*	

\* California suspension and expulsion data is not available at this time.



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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Monte Vista MS		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	15%	◇	26%	◇	30%	◇

## 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	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	31%	◇	44%	◇	51%	◇
Mathematics	20%	◇	31%	◇	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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Monte Vista MS
		Grade 7
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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](http://www.cde.ca.gov/ta/tg/ca).



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

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

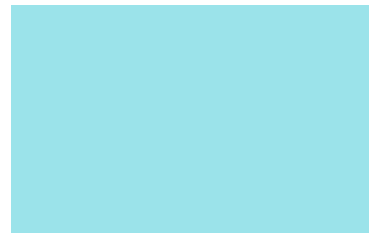
The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

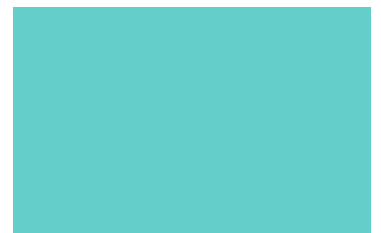
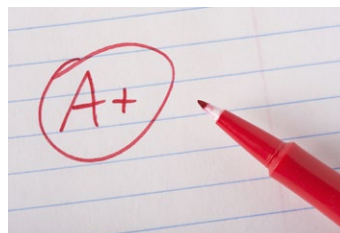
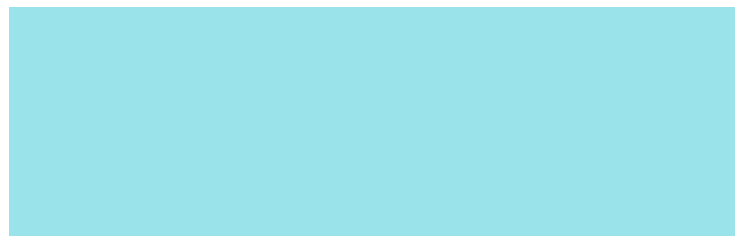




## CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

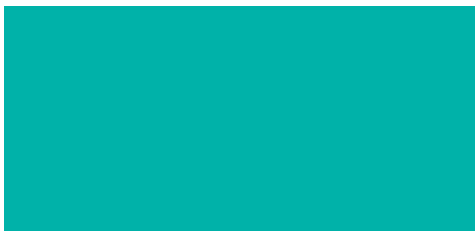
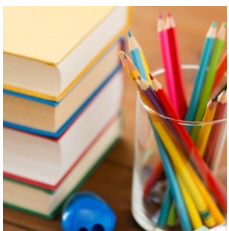
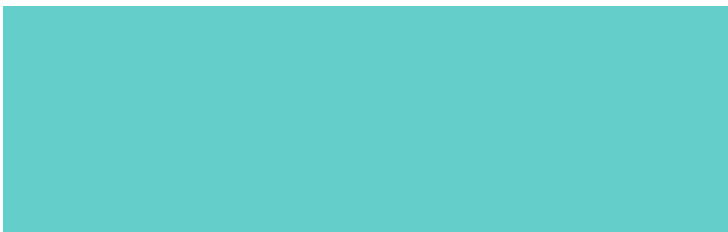
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



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

Percentage of Students Meeting or Exceeding State Standards				2019-20 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





## Textbooks and Instructional Materials

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

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September, 2019. 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). TUSD is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill (6-8)	2017
Mathematics	<i>Digits</i> , Pearson	2014
Mathematics	<i>Bridge to Algebra</i> , Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Science	<i>Focus on Earth Science</i> (6) (undergoing pilot 2019-20 and 20-21)	2008
Science	<i>Focus on Life Science</i> (7) (undergoing pilot 2019-20 and 20-21)	2008
Science	<i>Focus on Physical Science</i> (8) (undergoing pilot 2019-20 and 20-21)	2008
History/social science	<i>World History: Ancient Civilizations</i>	2018
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018
History/social science	<i>American Stories: Beginnings to World War I</i>	2018

## Quality of Textbooks

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

Quality of Textbooks		2020-21 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		No★
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?		No★
★ TUSD is going through an IM adoption for Science K-12; TUSD experienced low COVID-19 book returns in Spring, 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.		

## 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.

## Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No★
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?	No★
★ TUSD is going through an IM adoption for Science K-12; TUSD experienced low COVID-19 book returns in Spring, 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

## 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	
2020-21 School Year	
Data collection date	9/22/2020



## 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 semi permanent 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.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2020-21 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		7/30/2020
<b>Date of the most recent completion of the inspection form</b>		7/30/2020

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Room 25 chipped countertop, and chipped flooring. Work order submitted.	October 2020

## 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, families, 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 2.5 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 December 2020 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.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Tracy USD	Monte Vista MS		
Teachers	20-21	18-19	19-20	20-21
<b>With a full credential</b>	622	35	39	34
<b>Without a full credential</b>	43	6	1	5
<b>Teaching outside subject area of competence (with full credential)</b>	13	3	5	3

## 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		18-19	19-20	20-21
<b>Teacher misassignments of English learners</b>		2	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		5	1	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		
		2018-19	2019-20	2020-21
<b>Number of school days dedicated to staff development and continuous improvement</b>		5	5	5



## Academic Counselors and School Support Staff

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

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2019-20 School Year

	Ratio
<b>Pupils to Academic counselors</b>	600:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	1.40
<b>Library media teacher (librarian)</b>	0.50
<b>Library media services staff (paraprofessional)</b>	0.50
<b>Psychologist</b>	1.00
<b>Social worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/language/hearing specialist</b>	1.00
<b>Resource specialist (nonteaching)</b>	0.00

## 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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$3,459
Expenditures per pupil from restricted sources	\$895
Expenditures per pupil from unrestricted sources	\$2,565
Annual average teacher salary	\$55,068

## Financial Data

The financial data displayed in this SARC is from the 2018-19 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](http://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](http://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](http://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		2018-19 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$50,570	\$52,484
Midrange teacher salary	\$74,538	\$81,939
Highest teacher salary	\$98,000	\$102,383
Average elementary school principal salary	\$133,367	\$129,392
Average middle school principal salary	\$138,528	\$136,831
Average high school principal salary	\$150,900	\$147,493
Superintendent salary	\$233,679	\$254,706
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	5%	5%

## Financial Data Comparison

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

Financial Data Comparison		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monte Vista MS	\$2,565	\$55,068
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	-71.0%	-23.9%
School and California: percentage difference	-66.9%	-34.9%

## 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.

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 2020.

## School Accountability Report Card

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