Monte Vista Middle School

Grades 6-8
CDS Code 39-75499-6042840

Barbara Silver, Ed.D., Principal
bsilver@tusd.net

751 West Lowell Avenue
Tracy, CA 95376
(209) 830-3340

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

Monte Vista
Middle School

SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

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.

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/MonteVistaMiddle-School. 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 Jessica Rodriguez, 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, 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 FTE 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 2021 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.

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.

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	46.60%
Male	53.40%
Non-Binary	0.00%
English learners	35.40%
Foster youth	0.60%
Homeless	3.90%
Migrant	0.00%
Socioeconomically Disadvantaged	70.60%
Students with Disabilities	19.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

6 — 272
7 — 287
8 — 280

Enrollment by Student Group

The total enrollment at the school was 839 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

- White 10.1%
- Two or More Races 3.5%
- Black or African-American 5.6%
- American Indian or Alaska Native 0.5%
- Native Hawaiian or Pacific Islander 2.1%
- Asian 8.9%
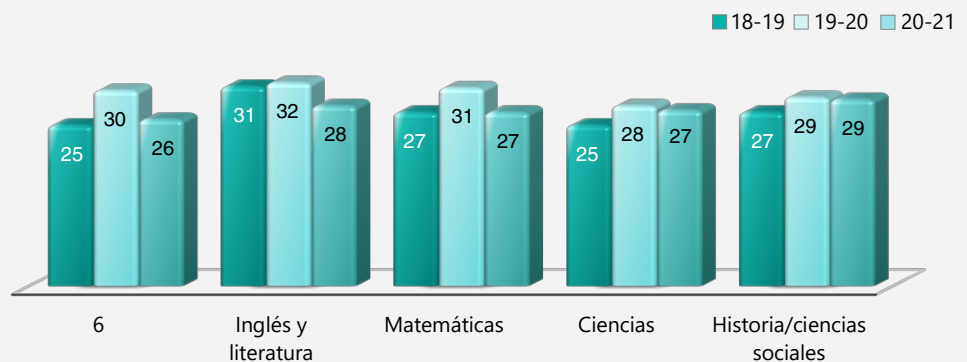- Filipino 4.8%
- Hispanic or Latino 64.5%
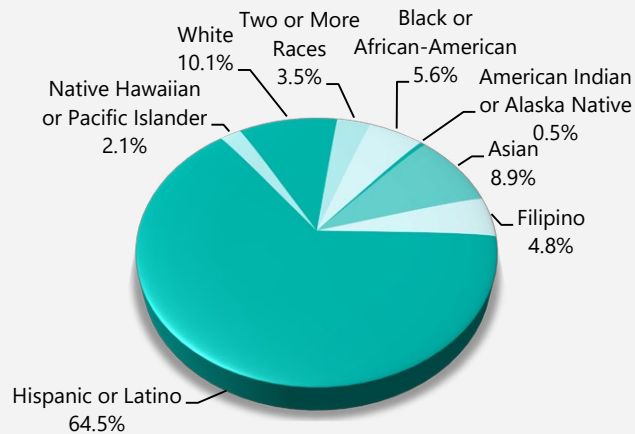
Class Size Distribution

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.
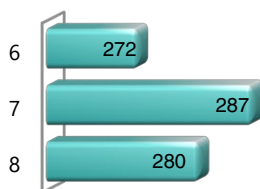
Average Class Size — Three-Year Data

Legend: 18-19, 19-20, 20-21

	18-19	19-20	20-21
6	25	30	26
Inglés y literatura	31	32	28
Matemáticas	27	31	27
Ciencias	25	28	27
Historia/ciencias sociales	27	29	29

	2018-19			2019-20			2020-21		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	2	40			8			30	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	12	21			15			15	
Mathematics	3	18			19			18	
Science	7	19			22			20	
History/social science	3	20			21			17	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data	
	Monte Vista MS		Tracy USD		California		
	18-19	20-21	18-19	20-21	18-19	20-21	
Suspension rates	8.3%	0.0%	9.3%	0.1%	3.5%	0.2%	
Expulsion rates	0.8%	0.0%	0.5%	0.0%	0.1%	0.0%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Monte Vista MS	Tracy USD	California
	19-20	19-20	19-20
Suspension rates	10.7%	5.5%	2.5%
Expulsion rates	1.1%	0.4%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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 class-room management, content organiza-tion 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 Begin-ning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials, will be assigned a BTSA Sup-port 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 con-tracted staff.

The district offers professional-develop-ment 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-de-velopment opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff devel-opment, district staff development and professional learning communities teacher collaboration time.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	5
2020-21	5
2021-22	5

Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical and Health Services Academy.

California 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.

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	2020-21 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	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2020-21 School Year	
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	869	862	4	0.50%
Female	403	400	0	0.00%
Male	466	462	4	0.90%
American Indian or Alaska Native	4	4	0	0.00%
Asian	76	76	0	0.00%
Black or African American	49	49	0	0.00%
Filipino	40	40	0	0.00%
Hispanic or Latino	563	558	4	0.70%
Native Hawaiian or Pacific Islander	20	18	0	0.00%
Two or More Races	30	30	0	0.00%
White	87	87	0	0.00%
English Learners	308	305	2	0.70%
Foster Youth	9	9	0	0.00%
Homeless	64	62	0	0.00%
Socioeconomically Disadvantaged	636	631	3	0.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	174	171	2	1.20%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Monte Vista MS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	12.79%	■	22.22%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Monte Vista MS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

★ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
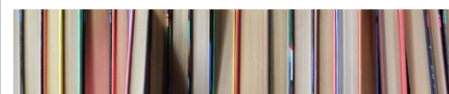
CAASPP Test Results by Student Group: Science (grade 8)

Percentage of Students Meeting or Exceeding State Standards				2020-21 School Year	
Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	270	261	96.67%	3.33%	12.79%
Female	119	116	97.48%	2.52%	8.77%
Male	151	145	96.03%	3.97%	15.97%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	25	25	100.00%	0.00%	20.00%
Black or African American	17	16	94.12%	5.88%	0.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	172	167	97.09%	2.91%	9.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	36.36%
White	27	26	96.30%	3.70%	15.38%
English Learners	88	86	97.73%	2.27%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	14	87.50%	12.50%	16.67%
Military	21	20	95.24%	4.76%	21.05%
Socioeconomically disadvantaged	189	182	96.30%	3.70%	10.61%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	49	47	95.92%	4.08%	4.26%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: English Language Arts (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	829	777	93.73%	6.27%	28.37%
Female	387	363	93.80%	6.20%	32.22%
Male	442	414	93.67%	6.33%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	76	74	97.37%	2.63%	43.24%
Black or African American	47	41	87.23%	12.77%	25.00%
Filipino	34	33	97.06%	2.94%	62.50%
Hispanic or Latino	537	503	93.67%	6.33%	21.20%
Native Hawaiian or Pacific Islander	18	16	88.89%	11.11%	18.75%
Two or more races	33	30	90.91%	9.09%	46.67%
White	80	76	95.00%	5.00%	42.11%
English Learners	282	263	93.26%	6.74%	4.58%
Foster Youth	❖	❖	❖	❖	❖
Homeless	68	58	85.29%	14.71%	14.29%
Military	56	52	92.86%	7.14%	36.00%
Socioeconomically disadvantaged	600	556	92.67%	7.33%	21.88%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	166	142	85.54%	14.46%	4.93%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## CAASPP Test Results by Student Group: Mathematics (grades 6-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards	2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	829	772	93.12%	6.88%	16.08%
Female	387	360	93.02%	6.98%	15.28%
Male	442	412	93.21%	6.79%	16.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	76	74	97.37%	2.63%	35.14%
Black or African American	47	40	85.11%	14.89%	10.00%
Filipino	34	33	97.06%	2.94%	33.33%
Hispanic or Latino	537	502	93.48%	6.52%	11.58%
Native Hawaiian or Pacific Islander	18	15	83.33%	16.67%	13.33%
Two or more races	33	31	93.94%	6.06%	16.13%
White	80	73	91.25%	8.75%	23.29%
English Learners	282	262	92.91%	7.09%	1.53%
Foster Youth	❖	❖	❖	❖	❖
Homeless	68	54	79.41%	20.59%	7.41%
Military	56	52	92.86%	7.14%	9.62%
Socioeconomically disadvantaged	600	553	92.17%	7.83%	12.14%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	166	140	84.34%	15.66%	3.57%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
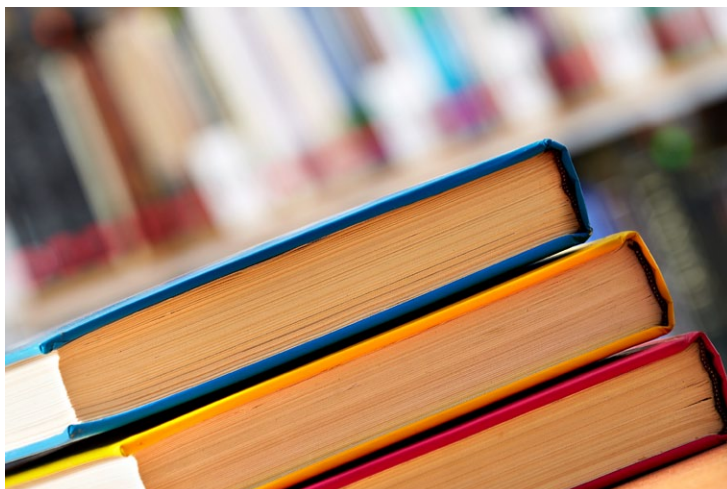
School Facility Good Repair Status

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

School Facility Good Repair Status	2021-22 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	7/30/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Bldg. J Boy's locker room is missing ceiling tiles about exit door. Carpet stain in Building N #23. Work order submitted.	October 2021
Electrical	Lights out in Building J Boys Locker Room. Work order submitted.	October 2021
Restrooms/fountains	Faucet loose in Building M #21, 22. Work order submitted.	October 2021
Structural	Bldg. J Boys Locker Room west facing has wall dry rot. Work order submitted.	October 2021
External	Building D #4 broken window front center and Building E #7 & Building F #10 broken window south facing. Work order submitted.	October 2021

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.

School Facilities

Continued from left

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.

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ¤
¤ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.	

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	
2021-22 School Year	
Data collection date	9/28/2021

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

Textbooks and Instructional Materials

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

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2021. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Textbooks and Instructional Materials List		2021-22 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*StudySync, McGraw Hill (6-8)*	2017
Mathematics	*Digits, Pearson*	2014
Mathematics	*Bridge to Algebra, Carnegie Learning*	2014
Mathematics	*Algebra 1, Houghton Mifflin*	2015
Mathematics	*Geometry, Houghton Mifflin*	2015
Mathematics	*Algebra 2*, Houghton Mifflin	2015
Science	*Focus on Earth Science (6)*	2008
Science	*Focus on Life Science (7)*	2008
Science	*Focus on Physical Science (8)*	2008
History/social science	*World History: Ancient Civilizations*	2018
History/social science	*World History: Medieval and Early Modern Times*	2018
History/social science	*American Stories: Beginnings to World War I*	2018

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	2021-22 School Year
Monte Vista MS	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2019-20 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2019-20 School Year
Authorization/Assignment	Monte Vista MS
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Note: The data in thiese tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2019-20 School Year
Indicator	**Monte Vista MS**
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

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
Pupils to Academic counselors	732:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	2.50
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.50
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments	2019-20 School Year
Indicator	**Monte Vista MS**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year
	Tracy USD	**Similar Sized District**
Beginning teacher salary	$52,219	$52,562
Midrange teacher salary	$76,968	$83,575
Highest teacher salary	$101,195	$104,166
Average elementary school principal salary	$135,269	$131,875
Average middle school principal salary	$143,044	$137,852
Average high school principal salary	$155,819	$150,626
Superintendent salary	$240,699	$260,243
Teacher salaries: percentage of budget	36%	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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Monte Vista MS	$5,637	$55,068
Tracy USD	$6,777	$72,386
California	$8,444	$86,376
School and district: percentage difference	-16.8%	-23.9%
School and California: percentage difference	-33.2%	-36.2%

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$7,075
Expenditures per pupil from restricted sources	$1,438
Expenditures per pupil from unrestricted sources	$5,637
Annual average teacher salary	$55,068

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