

# Tracy Unified School District

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**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Monte Vista Middle School

Grades 6-8  
CDS Code 39-75499-6042840

Barbara Silver, Ed.D., Principal  
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Tracy, CA 95376  
(209) 830-3340

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







## 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](https://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 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, 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 four 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 October 2022 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.

## Board of Trustees

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

Steve Abercrombie, *Board Clerk*

Simran Kaur, *Member*

Lynn Dell Hawkins, *Member*

Ana Blanco, *Member*

Lori Souza, *Member*



## Enrollment by Student Group

### Demographics

#### 2021-22 School Year

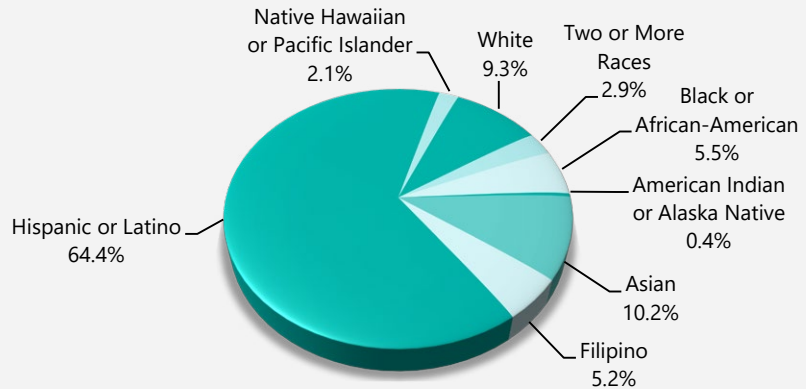
<b>Female</b>	49.70%
<b>Male</b>	50.00%
<b>Non-Binary</b>	0.30%
<b>English learners</b>	32.70%
<b>Foster youth</b>	0.40%
<b>Homeless</b>	2.50%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	66.30%
<b>Students with Disabilities</b>	12.70%

## Enrollment by Student Group

The total enrollment at the school was 724 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

#### 2021-22 School Year

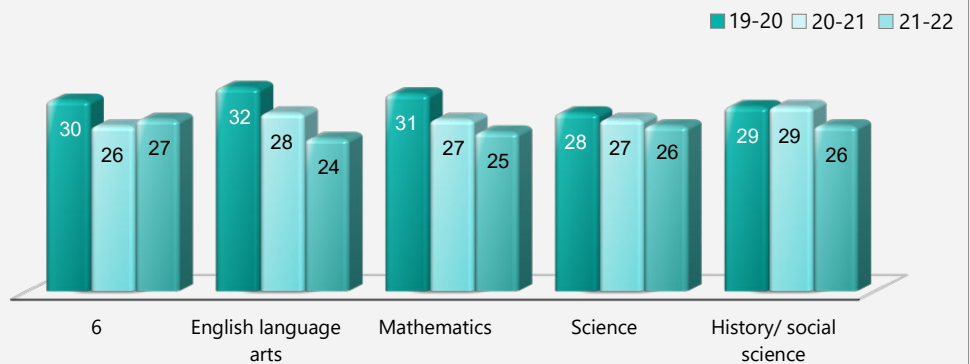


## Class Size Distribution

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

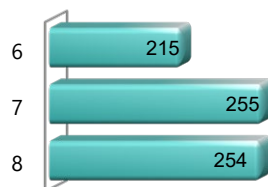
#### Three-Year Data



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

### 2021-22 Enrollment by Grade



## Number of Classrooms by Size

#### Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		8			30		4	29	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		15			15		3	20	
Mathematics		19			18		1	20	
Science		22			20		1	19	
History/social science		21			17			20	





## 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	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	9.6%	0.1%	6.6%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	1.9%	0.0%	0.6%	0.0%	0.1%

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
<b>Suspension rates</b>	10.7%		5.5%		2.5%
<b>Expulsion rates</b>	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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	9.6%	1.9%		
<b>Female</b>	8.7%	2.1%		
<b>Male</b>	10.2%	1.5%		
<b>Non-Binary</b>	0.0%	0.0%		
<b>American Indian or Alaska Native</b>	0.0%	0.0%		
<b>Asian</b>	5.3%	0.0%		
<b>Black or African American</b>	10.4%	4.2%		
<b>Filipino</b>	7.3%	2.4%		
<b>Hispanic or Latino</b>	9.9%	2.1%		
<b>Native Hawaiian or Pacific Islander</b>	26.7%	6.7%		
<b>Two or More Races</b>	8.7%	0.0%		
<b>White</b>	7.9%	0.0%		
<b>English Learners</b>	13.6%	2.0%		
<b>Foster Youth</b>	0.0%	0.0%		
<b>Homeless</b>	10.8%	0.0%		
<b>Socioeconomically Disadvantaged</b>	11.2%	2.4%		
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%		
<b>Students with Disabilities</b>	13.8%	3.7%		



## 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 Wednesday, 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

**Number of school days dedicated to staff development and continuous improvement**

<b>2020-21</b>	5
<b>2021-22</b>	5
<b>2022-23</b>	6

## 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 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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	99%	99%	99%	99%	99%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	796	776	256	33.00%
Female	389	381	128	33.60%
Male	404	392	126	32.10%
American Indian or Alaska Native	3	3	3	100.00%
Asian	76	75	9	12.00%
Black or African American	48	47	20	42.60%
Filipino	41	40	3	7.50%
Hispanic or Latino	514	500	171	34.20%
Native Hawaiian or Pacific Islander	15	15	7	46.70%
Two or More Races	23	23	9	39.10%
White	76	73	34	46.60%
English Learners	257	251	77	30.70%
Foster Youth	8	5	2	40.00%
Homeless	37	37	17	45.90%
Socioeconomically Disadvantaged	545	533	193	36.20%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	109	105	44	41.90%

## 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.





## 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	20-21	21-22	20-21	21-22	20-21	21-22
Science	12.79%	18.82%	22.22%	23.05%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	35%	*	39%	*	47%
Mathematics	*	20%	*	25%	*	33%

\* 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).



## 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.



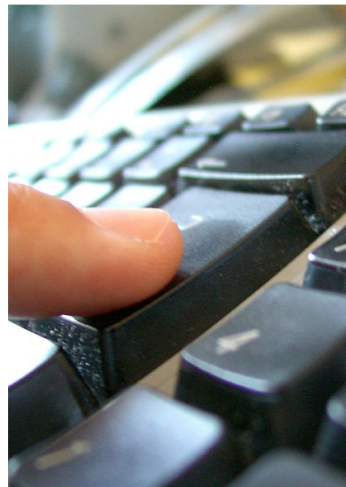
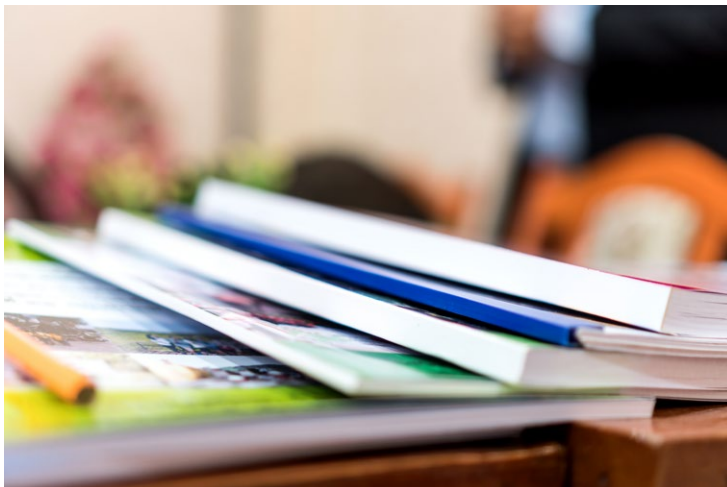
## CAASPP Test Results by Student Group: Science (grade 8)

### Percentage of Students Meeting or Exceeding State Standards

**2021-22 School Year**
**Science**

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	257	255	99.22%	0.78%	18.82%
<b>Female</b>	131	130	99.24%	0.76%	18.46%
<b>Male</b>	126	125	99.21%	0.79%	19.20%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	27	27	100.00%	0.00%	29.63%
<b>Black or African American</b>	13	13	100.00%	0.00%	23.08%
<b>Filipino</b>	14	14	100.00%	0.00%	42.86%
<b>Hispanic or Latino</b>	161	161	100.00%	0.00%	14.29%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	❖	❖	❖	❖	❖
<b>White</b>	27	26	96.30%	3.70%	19.23%
<b>English Learners</b>	76	75	98.68%	1.32%	2.67%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	28	28	100.00%	0.00%	10.71%
<b>Socioeconomically disadvantaged</b>	161	161	100.00%	0.00%	13.66%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	26	26	100.00%	0.00%	0.00%

❖ 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.



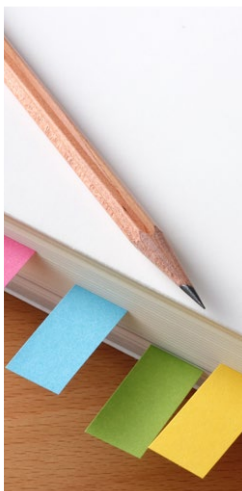




## CAASPP Test Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	737	731	99.19%	0.81%	35.02%
Female	357	354	99.16%	0.84%	38.70%
Male	378	375	99.21%	0.79%	31.47%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	74	73	98.65%	1.35%	46.58%
Black or African American	45	45	100.00%	0.00%	35.56%
Filipino	39	39	100.00%	0.00%	66.67%
Hispanic or Latino	470	469	99.79%	0.21%	29.42%
Native Hawaiian or Pacific Islander	14	13	92.86%	7.14%	23.08%
Two or more races	20	20	100.00%	0.00%	40.00%
White	72	69	95.83%	4.17%	43.48%
English Learners	228	225	98.68%	1.32%	11.11%
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	19	100.00%	0.00%	21.05%
Military	70	70	100.00%	0.00%	25.71%
Socioeconomically disadvantaged	496	491	98.99%	1.01%	28.72%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	92	91	98.91%	1.09%	8.79%

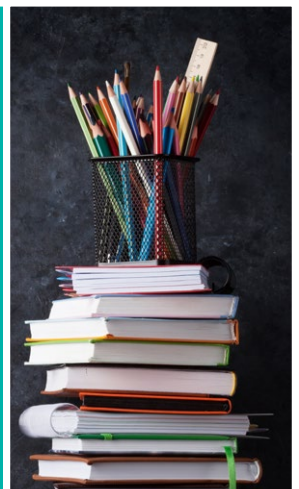
❖ Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	737	726	98.51%	1.49%	19.83%
Female	357	355	99.44%	0.56%	17.75%
Male	378	369	97.62%	2.38%	21.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	74	74	100.00%	0.00%	36.49%
Black or African American	45	43	95.56%	4.44%	13.95%
Filipino	39	39	100.00%	0.00%	41.03%
Hispanic or Latino	470	466	99.15%	0.85%	15.02%
Native Hawaiian or Pacific Islander	14	12	85.71%	14.29%	8.33%
Two or more races	20	20	100.00%	0.00%	25.00%
White	72	69	95.83%	4.17%	27.54%
English Learners	228	222	97.37%	2.63%	2.70%
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	19	100.00%	0.00%	5.26%
Military	70	68	97.14%	2.86%	11.76%
Socioeconomically disadvantaged	496	488	98.39%	1.61%	14.34%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	92	88	95.65%	4.35%	2.27%

❖ 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 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>	Exemplary	
<b>Date of the most recent school site inspection</b>	10/3/2022	

## 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.



## 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.



## Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## 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	
2022-23 School Year	
Data collection date	9/27/2022

## 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 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

### Textbooks and Instructional Materials List

		2022-23 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
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Science	Science; Amplify (6-8)	2018
History/social science	<i>World History: Ancient Civilizations</i>	2019
History/social science	<i>World History: Medieval and Modern Times</i>	2019
History/social science	<i>World History: American Stories</i>	2019
English Language Development Materials	<i>StudySync</i> , McGraw Hill (6-8)	2017

## 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		2022-23 School Year
		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 2020-21 and the 2021-22 school years. 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					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.9	71.5%	549.4	79.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	5.0	12.0%	31.0	4.5%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	2.4%	27.0	3.9%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	3.8	9.2%	29.4	4.2%	12,115.8	4.4%
<b>Unknown</b>	2.0	4.9%	57.1	8.2%	18,854.3	6.9%
<b>Total Teaching Positions</b>	41.8	100.0%	694.2	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	**	**	**	**	**	**
<b>Intern Credential Holders Properly Assigned</b>	**	**	**	**	**	**
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	**	**	**	**	**	**
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	**	**	**	**	**	**
<b>Unknown</b>	**	**	**	**	**	**
<b>Total Teaching Positions</b>	**	**	**	**	**	**

\*\* Data not available from the state at this time.

Note: The data in these 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/calpadsupdfdash201.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>.





## 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

#### 2021-22 School Year

	Ratio
<b>Pupils to Academic counselors</b>	305:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	2.5
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.0
<b>Nurse</b>	✖
<b>Speech/language/hearing specialist</b>	1.0
<b>Resource specialist (nonteaching)</b>	0.0

✖ Shared.

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

This table displays the number of authorization/assignments 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/>.

### Teachers Without Credentials and Misassignments

	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.0	**
<b>Misassignments</b>	0.0	**
<b>Vacant Positions</b>	0.0	**
<b>Total Teachers Without Credentials and Misassignments</b>	1.0	**

\*\* Data not available from the state at this time.

## 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.

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

	Two-Year Data	
Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	**
<b>Local Assignment Options</b>	3.8	**
<b>Total Out-of-Field Teachers</b>	3.8	**

\*\* Data not available from the state at this time.

## Class Assignments

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

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

### Class Assignments

	Two-Year Data	
Indicator	2020-21	2021-22
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	**
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	**

\*\* Data not available from the state at this time.

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 2020-21 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		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	5%	5%

## Financial Data Comparison

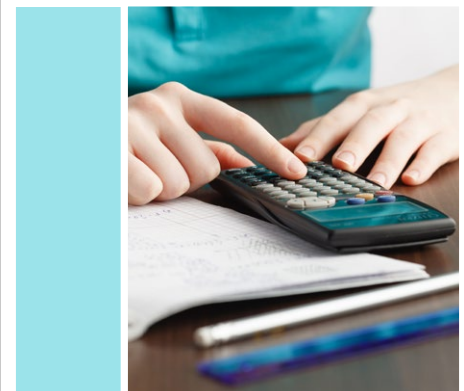
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Monte Vista MS	\$6,286	\$72,720
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+24.7%	-5.3%
School and California: percentage difference	-4.7%	-17.7%

## 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$7,826
Expenditures per pupil from restricted sources	\$1,540
Expenditures per pupil from unrestricted sources	\$6,286
Annual average teacher salary	\$72,720



## 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 January 2023.

## School Accountability Report Card

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