

Monte Vista Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



MUSTANGS

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Monte Vista Middle School
Street	751 West Lowell Avenue
City, State, Zip	Tracy, CA 95376
Phone Number	(209) 830-3340
Principal	Heather Reyburn
Email Address	hreyburn@tusd.net
School Website	https://montevista.tracy.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	39-75499-6042840

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Principal's Message

Welcome to Monte Vista Middle School (MVMS), Home of the Mustangs! Here at Monte Vista, our teachers and staff are committed to promoting the high academic achievement and personal growth of our students. Our goal is to ensure that all children learn in a welcoming, safe, and nurturing environment so that they can learn, thrive, and reach their goals.

MVMS offers several outstanding programs including a certified Advancement Via Individual Determination (AVID) program, superb music instruction (orchestra, jazz band, marching band), a drama program, English language learning courses, after-

2025-26 School Description and Mission Statement

school homework support, and a Gifted and Talented program for high achievers. As part of Tracy Unified School District, MVMS also provides cooperative STEM instruction, and we have an award-winning Math Counts team and Science Olympiad, Math Olympiad, and Girls Who Code clubs. Teachers regularly attend professional-development workshops and work together in learning communities and co-teaching partnerships to support students in meeting and exceeding state standards. We regularly recognize our very own students' accomplishments at assemblies with Honor Roll, Most Improved, and Citizenship distinction.

I am honored to serve Monte Vista's amazing school community, and I encourage communication and partnership with families, so that together we can inspire each student to become a lifelong learner. Monte Vista participates in several district and community events including, but not limited to, the district spelling bee, Tracy Unified School District's Red Carpet Anti-Bullying event, a spring carnival, and a canned food drive for Brighter Christmas. Monte Vista works closely with the Boys & Girls Club of Tracy to support after-school opportunities for our students. These opportunities include tutoring, science, and sport teams that compete against other Tracy teams.

Thank you for being a part of the Mustang community. We are glad you are here.

Heather Reyburn, Principal, Monte Vista Middle School

School Mission Statement

Our mission is to provide a safe, healthy, and successful environment for both students and teachers. We strive 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.

District Mission Statement

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

District Vision

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	243
Grade 7	227
Grade 8	268
Total Enrollment	738

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.9
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	13.3
Black or African American	5
Filipino	4.3
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	1.6
Two or More Races	2.6
White	10.3
English Learners	24.5
Foster Youth	0.4
Homeless	7.5
Socioeconomically Disadvantaged	82.5
Students with Disabilities	12.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.7	82.28	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	1.3	3.24	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	6.48	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	6.34	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	0.6	1.61	31.3	4.58	15831.9	5.67
Total Teaching Positions	41	100	685.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	69.11	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	5.4	13.97	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	11.92	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	4.04	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	0.3	0.87	24.2	3.52	14303.8	5.15
Total Teaching Positions	39	100	688.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.7	74.42	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	3.3	8.63	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	5.6	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	7	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	1.6	4.3	30.3	4.24	13705.8	4.91
Total Teaching Positions	38.5	100	715.6	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0.6	0
Misassignments	2.10	4	2.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.60	4.6	2.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.60	1.5	2.7
Total Out-of-Field Teachers	2.60	1.5	2.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	12.5	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in August 2025. 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 math in grades K-8.

Year and month in which the data were collected

11/25/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill (6-8) 2017	0%
Mathematics	Digits, Pearson 2015 Bridge to Algebra, Carnegie Learning 2014 Algebra 1, Houghton Mifflin Harcourt 2015 Geometry, Houghton Mifflin Harcourt 2015 Algebra 2, Houghton Mifflin Harcourt 2015	0%
Science	Science; Amplify Science (6-8) 2018	0%
History-Social Science	World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 2019 (All published by National Geographic Learning/Cengage)	0%

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

School Facility Conditions and Planned Improvements

General

School Facility Conditions and Planned Improvements

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). Cafeteria air conditioning was upgraded in 2024.

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.

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.

Year and month of the most recent FIT report

7/07/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	39	40	42	47	48
Mathematics (grades 3-8 and 11)	23	28	26	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	739	721	97.56	2.44	39.03
Female	366	355	96.99	3.01	44.63
Male	371	364	98.11	1.89	33.52
American Indian or Alaska Native	--	--	--	--	--
Asian	100	95	95.00	5.00	57.89
Black or African American	36	36	100.00	0.00	25.00
Filipino	32	32	100.00	0.00	65.63
Hispanic or Latino	456	448	98.25	1.75	31.10
Native Hawaiian or Pacific Islander	12	11	91.67	8.33	54.55
Two or More Races	22	20	90.91	9.09	50.00
White	76	74	97.37	2.63	51.35
English Learners	185	168	90.81	9.19	5.36
Foster Youth	--	--	--	--	--
Homeless	59	55	93.22	6.78	21.82
Military	--	--	--	--	--
Socioeconomically Disadvantaged	619	601	97.09	2.91	32.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	7.69

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	739	738	99.86	0.14	27.68
Female	366	366	100.00	0.00	26.50
Male	371	370	99.73	0.27	28.73
American Indian or Alaska Native	--	--	--	--	--
Asian	100	100	100.00	0.00	54.00
Black or African American	36	36	100.00	0.00	19.44
Filipino	32	32	100.00	0.00	50.00
Hispanic or Latino	456	456	100.00	0.00	19.12
Native Hawaiian or Pacific Islander	12	11	91.67	8.33	54.55
Two or More Races	22	22	100.00	0.00	50.00
White	76	76	100.00	0.00	28.95
English Learners	185	185	100.00	0.00	3.24
Foster Youth	--	--	--	--	--
Homeless	59	59	100.00	0.00	8.47
Military	--	--	--	--	--
Socioeconomically Disadvantaged	619	618	99.84	0.16	21.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	7.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.3	21.27	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	268	99.63	0.37	21.27
Female	133	133	100.00	0.00	23.31
Male	135	134	99.26	0.74	19.40
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	45.71
Black or African American	18	18	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	167	166	99.40	0.60	14.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	20.83
English Learners	59	58	98.31	1.69	0.00
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	8.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	230	99.57	0.43	16.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	97%	95.7%	93.9%	95.1%	96.3%
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

There are several opportunities at Monte Vista Middle School for parents to become involved in their children's academic achievement. We have Parents for Quality Education (PIQE), an eight-week parenting class in English and Spanish. We have an active School Site Council and English Learner Advisory Committee. We also have representatives on the District English Learner Advisory Committee (DELAC) and Title I district groups. We have a full-time parent liaison who initiates activities to increase parent involvement and support families. For example, she hosts a parent coffee hour that meets biweekly on campus and has informational speakers and answers community questions. All are invited to attend.

There are also multiple events where parents can participate in the Monte Vista community. Every year in July, we host our Mustang Days event where we greet families and provide schedules and supplies for the new year. We hold annual back-to-school night and open house events and have a parent-conference week for families to speak with teachers about their students' progress. Our leadership class works with administration to plan and hold family-friendly after-school events like our spring carnival and Dia de Los Muertos celebration. Our performing arts teachers also put on plays and music concerts that families can attend and help with.

Monte Vista has a school website that we update frequently, and a Facebook page at <https://www.facebook.com/MonteVistaMiddleSchool>. In addition, the principal sends automated phone calls, texts, and emails on the communication system "Parent Square" to alert parents to upcoming events or important information. There are currently five FTE staff members in the administration office who speak Spanish and can assist parents who are more comfortable speaking Spanish.

For more information on how to become involved at the school, please contact Heather Reyburn, principal, or Mariza Mora, parent liaison, at (209) 830-3340.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	800	783	173	22.1
Female	397	391	85	21.7
Male	401	390	87	22.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	110	104	9	8.7
Black or African American	43	41	17	41.5
Filipino	35	34	5	14.7
Hispanic or Latino	490	484	110	22.7
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	22	22	8	36.4
White	82	80	19	23.8
English Learners	247	240	40	16.7
Foster Youth	--	--	--	--
Homeless	63	63	24	38.1
Socioeconomically Disadvantaged	675	660	158	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	102	27	26.5

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
17.81	13.1	14.75	8.1	7.88	7.3	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.2	1.53	1.25	0.36	0.42	0.33	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.75	1.25
Female	6.05	0.25
Male	23.44	2.24
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	12.73	2.73
Black or African American	25.58	0.00
Filipino	11.43	0.00
Hispanic or Latino	14.08	1.22
Native Hawaiian or Pacific Islander	23.08	0.00
Two or More Races	22.73	0.00
White	13.41	1.22
English Learners	17.00	2.02
Foster Youth	0.00	0.00
Homeless	23.81	1.59
Socioeconomically Disadvantaged	15.70	1.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.15	2.88

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

2025-26 School Safety Plan

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 our district intervention center or suspensions, is to teach the whole child. We do not tolerate harassment or bullying. 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.

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. Our staff receives annual training from administration and local police to ensure they understand this 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 reviewed by our School Site Council in October 2025 and is regularly updated in collaboration with safety experts to ensure it is comprehensive and accurate. 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	17	2
Mathematics	27	1	17	0
Science	27	1	17	0
Social Science	29	1	15	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	13	13	5
Mathematics	25	4	16	
Science	37		12	6
Social Science	28	1	17	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	8	21	
Mathematics	23	6	15	
Science	29		17	
Social Science	29		17	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	286

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,636	\$2,145	\$7,491	\$83,159
District	N/A	N/A	\$2,368	\$95,360
Percent Difference - School Site and District	N/A	N/A	103.9	-8.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-35.9	-16.1

Fiscal Year 2024-25 Types of Services Funded

Monte Vista Middle School funds a variety of programs to support our students in reaching their academic and social-emotional goals, and in learning skills to prepare them for high school success. MVMS receives multiple sources of money for site services including unrestricted funding and funds designated for specific purposes. In addition, Tracy Unified School District directly funds employee salaries and benefits, books and supplies, staff development sessions, and many services and operating costs, all of which benefit students.

Working with our School Site Council annually, MVMS designates programs and services aligned to our primary site goals of ensuring that our school is a safe and equitable learning environment and that all students meet grade-level standards. In the 2024-2025 school year, MVMS funded professional development and collaboration time for teachers to support continuous improvement of instruction. We provided agendas for all students to promote their study skills and organization, and field trips to introduce them to academic experiences to expand their vocabulary and understanding. We funded our Where Everybody Belongs (WEB) peer mentor program and a joint literacy project with our county class to encourage community. We also funded several services for our English learners and their families, including an ELD paraprofessional, translator, and parent liaison. To encourage positive attendance and academic growth, we held quarterly awards assemblies to recognize student successes. Finally, we also offered multiple elective offerings and academic programs including Science Olympiad, Math Counts, band and orchestra, drama, art, and journalism to help all students grow and explore different interests.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,197	\$62,783
Mid-Range Teacher Salary	\$91,673	\$97,783
Highest Teacher Salary	\$120,529	\$128,020
Average Principal Salary (Elementary)	\$153,120	\$160,224
Average Principal Salary (Middle)	\$172,445	\$166,992
Average Principal Salary (High)	\$186,999	\$180,971
Superintendent Salary	\$277,056	\$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

Professional Development

Tracy Unified School District requires all new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and three 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, lesson planning, Universal Design for Learning (UDL) strategies, curriculum, and district services and supports. All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are also able to contact professional development specialists for just-in-time support.

New teachers who come to Tracy Unified School District with their preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through an Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Additionally, every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions include time for teachers to participate in site and district staff development, professional learning communities, and teacher collaboration time. The staff and MVMS Leadership Team choose professional development topics and workshops are led by either site or TUSD staff or independently contracted trainers. Our inclusion course teachers also participate in regular collaborative professional development days to practice co-teaching strategies and UDL supports.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with San Joaquin County Office of Education.

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

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