

# Monte Vista Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Monte Vista Elementary School
Street	1400 Magnolia Avenue
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 792-4531
Principal	Kristina Arcuri
Email Address	kristina_arcuri@crpusd.org
Website	mvs.crpusd.org
County-District-School (CDS) Code	49-73882-6109169

Entity	Contact Information
<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Michael Wattenpaugh
<b>Email Address</b>	michael_wattenpaugh@crpusd.org
<b>Website</b>	www.crpUSD.org

### School Description and Mission Statement (School Year 2019-20)

School Description: Monte Vista is a welcoming, neighborhood school with a population of approximately 490 students located in the southern part of the Cotati-Rohnert Park Unified School District. Monte Vista offers a curriculum based in the Common Core State Standards that offers students meaningful, connected learning experiences. Monte Vista Teachers are highly respected as outstanding educators who believe in the unique talents and abilities of all of our students. Our focus is learning and preparing our students both academically and emotionally. We use Positive Behavior Interventions and Supports (PBIS) to foster our four agreements of being safe, kind, respectful, and responsible. Staff members work in partnership with families to successfully meet the needs of all of our students. Our teachers frequently review data to make informed decisions and differentiate our curriculum for individual student success. Monte Vista provides an early intervention program, grounded in the Response to Intervention model and designed to support all levels of students learning. Monte Vista is proud of its supportive and active parent and family community as well as its many relationships with outside community stakeholders including Sonoma State University.

Vision: Our vision is to create a safe, respectful, and responsible learning community where every child has an opportunity to reach his/her potential and be a successful member of society.

Mission: At Monte Vista, we strive to ensure the continuous growth of academic achievement for all students, ensure a safe, secure and disciplined teaching and learning environment, and to ensure that parents, businesses, and community members are actively engaged in the educational process. To ensure that Monte Vista students develop and maintain their enthusiasm for learning, curiosity for life, and encourage students to actively incorporate what they are learning into their own experiences, concepts, and understanding of how the world works.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	95
<b>Grade 1</b>	66
<b>Grade 2</b>	76
<b>Grade 3</b>	80
<b>Grade 4</b>	84
<b>Grade 5</b>	82
<b>Total Enrollment</b>	483

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	0.8
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.2
White	42
Two or More Races	10.1
Socioeconomically Disadvantaged	42.7
English Learners	18.6
Students with Disabilities	11.2
Foster Youth	0.4
Homeless	

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	20	20	326
Without Full Credential	1	3	3	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2, 2018

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.		
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708.		

### School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Vista opened after initial construction was completed in 1990. In 1993, the MU/kitchen, Library/Admin, Kindergarten, and additional classrooms were added as permanent buildings. During the summer of 1997, six additional portable classrooms were added to accommodate the increased number of classes, which resulted from lowering class size in grades K-3. In addition, a YMCA program is housed in a double-wide portable building on site. The school contains 23 classrooms, a multi-use room, staff room, office and workroom, seminar room, library, computer lab, updated play structures and storage. Monte Vista buildings now comprise over 51,200 square feet on more than 8.75 acres.

Monte Vista's long-term preservation is part of the Districts five year Deferred Maintenance Plan as mandated by the state. As a participant in the plan, the campus was painted in the summer of 2005. Carpets in classrooms and school buildings is replaced as needed. In 2007, Deferred Maintenance funds were used to replace flooring in 13 classrooms and 2 bathrooms, along with new bathroom partitions and concrete sidewalk repairs. It is currently maintained on a daily basis by the onsite custodial staff, supplemented by the District Maintenance and Operations Dept. Handicap accessibility needs and improvements are continually reviewed. Because the campus was built after October 12, 1988, construction practices prohibited ACBM.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Poor	Flooring in several classrooms and the Administration building need replacing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	FRP in poor condition
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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, which 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); and
- 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.

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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	55	49	49	46	50	50
<b>Mathematics (grades 3-8 and 11)</b>	33	42	32	31	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	238	99.17	0.83	49.16
Male	119	118	99.16	0.84	43.22
Female	121	120	99.17	0.83	55.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	44.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	50.94
Two or More Races	28	28	100.00	0.00	42.86
Socioeconomically Disadvantaged	95	94	98.95	1.05	32.98
English Learners	45	45	100.00	0.00	40.00
Students with Disabilities	27	25	92.59	7.41	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	238	99.17	0.83	42.02
Male	119	118	99.16	0.84	43.22
Female	121	120	99.17	0.83	40.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	38.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	107	106	99.07	0.93	41.51
Two or More Races	28	28	100.00	0.00	42.86
Socioeconomically Disadvantaged	95	94	98.95	1.05	31.91
English Learners	45	45	100.00	0.00	37.78
Students with Disabilities	27	25	92.59	7.41	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.



### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.2	9.5	2.4

Note: 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.

## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents and caregivers are encouraged to participate in their child's education in a variety of ways. Volunteers work in the classroom with students providing extra support to students and helping prepare classroom materials. Conferences are held in the fall with parents and teachers where academic and behavioral goals for the year are discussed. In the spring, Student Led conferences are held to review the progress of the students. Additional conferences, phone calls, newsletters, and student progress reports continuously provide parents with information on student progress and instructional programs. Monte Vista also hosts academic family nights open to all students and families.

The PTA provides a number of enrichment activities including assemblies, activity nights, and an art docent docent program. Our Monte Vista PTA also provides additional instructional materials for the classroom. The School Site Council oversees the implementation and effectiveness of the school improvement program. This collaborative group is composed of equal number of parent representatives and school staff. Meetings are open to all members of the community and encouraged to participate. The English Language Advisory Committee brings together school staff and parents of English Learner students to review the needs of students learning English as a second language and together develop instructional support systems to ensure successful student achievement.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	1.5	3.5	5.5	5.9	5.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

In accordance with Education Code 35294.6, Monte Vista has developed and adopted a comprehensive school safety plan that addresses the following areas: • Assessment of the Current Status of School Crime, • Child Abuse Reporting Procedures, Disaster Procedures, Routines, and Emergencies, • Policies on Suspensions and Expulsions, • Procedures for Notifying Teachers of Dangerous Pupils, • Rules and Procedures on School Discipline, • Sexual Harassment Policy, • Procedures for Safe Ingress and Egress for Pupils, • Other Safe School Strategies and Programs, • Support Materials, • District Policies and Procedures. Each year the School Site Council reviews this plan for content and compliance. This plan is available for review in the school office.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	3	4		15	6			18	6		
1	16	5			15	3	2		22		3	
2	12	4	3		16	2	3		24		3	
3	15	3	3		27		3		26		3	
4	15	3	3		27		3		28		3	
5	18	3	3		29		3		26		3	
Other**					12	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	.5
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,262	\$1,194	\$5,068	\$57,461
District	N/A	N/A	\$5,766	\$62,696.00
Percent Difference - School Site and District	N/A	N/A	-12.9	-3.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-11.3	-21.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Three full time Educational Specialists, in addition to instructional aides, support students with 504's, IEP's and other interventions needed. An ELL assistant supports teachers in working with students in the EL program.

Early Intervention Programs include:

- Response to Intervention model implemented school-wide through Learning Center support
- School-wide Walk to Read reading intervention program
- Full-day Kindergarten program which includes early reading intervention
- Transitional Kindergarten for students who are not of age to enroll in Kindergarten

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,542	\$49,084
Mid-Range Teacher Salary	\$62,212	\$76,091
Highest Teacher Salary	\$81,294	\$95,728
Average Principal Salary (Elementary)	\$109,306	\$118,990
Average Principal Salary (Middle)	\$108,271	\$125,674
Average Principal Salary (High)	\$122,939	\$137,589
Superintendent Salary	\$199,822	\$230,096
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	6%	6%

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to the days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The district has transitioned to the Common Core State Standards; therefore, many professional development days support this transition. During 2018-2019, Monte Vista has undertaken the ongoing process of providing professional development to teachers based in improving student academic achievement and using data to inform instruction. The district has provided ongoing professional development in math, Poweschool training, and PBIS. The district also hosts monthly meetings for special education teachers for training and coordination of the district's response to instruction and intervention and learning center programs. Professional coaching in implementation of effective reading instruction is provided to every elementary school teacher.