

Monte Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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	Sarah Fountain
E-mail Address	sarah_fountain@crpusd.org
Web Site	www.crpused.org/mvs
CDS Code	49-73882-6109169

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Robert A. Haley
E-mail Address	robert_haley@crpusd.org
Web Site	www.crpused.org

School Description and Mission Statement (School Year 2017-18)

Monte Vista is a TK-5 school with a population of approximately 500 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. Behavioral expectations are based on school-wide adopted life skills. Students are encouraged to use their life skills through weekly assemblies which focus on honoring positive student behavior. School-wide procedures and routines provide a safe and ordered learning environment. Teachers regularly assess student academic performance in a variety of ways and use this data to plan instruction designed to meet student needs. They work together in professional learning communities, within and across grade levels, to build a coherent instructional program. 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 relationship with outside community stakeholders including Sonoma State University.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	127
Grade 1	80
Grade 2	84
Grade 3	91
Grade 4	89
Grade 5	107
Total Enrollment	578

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	4.3
Filipino	1
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.2
White	44.3
Two or More Races	11.6
Socioeconomically Disadvantaged	39.3
English Learners	22.3
Students with Disabilities	14
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential			23	313
Without Full Credential		0	1	22
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 1, 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	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%
History-Social Science	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%
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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		At the time of inspection there was an apparent roof leak near clerestory windows, this leak has since been fixed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	38	43	45	48	48
Mathematics (grades 3-8 and 11)	26	23	29	31	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	278	97.54	37.77
Male	150	146	97.33	30.82
Female	135	132	97.78	45.45
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	110	100	32.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	117	95.9	39.32
Two or More Races	31	30	96.77	50
Socioeconomically Disadvantaged	122	120	98.36	25
English Learners	78	77	98.72	28.57
Students with Disabilities	55	53	96.36	15.09
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	285	280	98.25	22.86
Male	150	146	97.33	24.66
Female	135	134	99.26	20.9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	110	100	18.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	118	96.72	24.58
Two or More Races	31	30	96.77	33.33
Socioeconomically Disadvantaged	122	121	99.18	13.22
English Learners	78	78	100	17.95
Students with Disabilities	55	54	98.18	3.7
Students Receiving Migrant Education Services	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	48	53	55	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2	29.8	8.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.2	2.4	0.8	5.5	5.2	5.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	4		11	9			18	3	4	
1	22		4		18	1	4		16	5		
2	24		4		19	1	4		12	4	3	
3	27		4		20	1	4		15	3	3	
4	26		4		19	2	4		15	3	3	
5	26	1	4		18	2	4		18	3	3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	.40	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	as needed	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	3.0	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,262	\$1,194	\$5,068	\$57,461
District	N/A	N/A	\$5,766	\$59,289
Percent Difference: School Site and District	N/A	N/A	-12.9	-3.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-11.3	-21.8

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,968	\$46,511
Mid-Range Teacher Salary	\$59,796	\$73,293
Highest Teacher Salary	\$78,137	\$92,082
Average Principal Salary (Elementary)	\$103,121	\$113,263
Average Principal Salary (Middle)	\$104,433	\$120,172
Average Principal Salary (High)	\$113,244	\$131,203
Superintendent Salary	\$183,750	\$213,732
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 2017-2018, 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 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.