

# Monte Vista Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Monte Vista Elementary School
<b>Street</b>	1400 Magnolia Avenue
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	(707) 792-4531
<b>Principal</b>	Kathy Olmsted
<b>Email Address</b>	Kathy_Olmsted@crpusd.org
<b>School Website</b>	mvs.crpused.org
<b>County-District-School (CDS) Code</b>	49-73882-6109169

## 2021-22 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	mayra_perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2021-22 School Overview

**School Description:** Monte Vista is a welcoming, neighborhood school with a population of approximately 450 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 student 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.

**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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	69
Grade 2	72
Grade 3	66
Grade 4	85
Grade 5	72
Total Enrollment	454

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.05
Male	53.94
American Indian or Alaska Native	0.2
Asian	4.4
Black or African American	1.5
Filipino	1.1
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.8
White	44.9
English Learners	17.8
Foster Youth	0.4
Homeless	0.4
Migrant	0
Socioeconomically Disadvantaged	41.2
Students with Disabilities	16.3

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.6	84.1	230.9	80.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.4	7.1	7.7	2.7	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	15.3	5.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	12.3	4.3	12115.8	4.4
<b>Unknown</b>	1.8	8.7	19.3	6.8	18854.3	6.9
<b>Total Teaching Positions</b>	20.9	100.0	285.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.6

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Educational Services Department.

Year and month in which the data were collected

December 2021

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. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: California Medallions (consumables) by Houghton Mifflin 1st-5th: Scholastic News and Junior Scholastic	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. K-5th Grade: Eureka Math by Great Minds	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. K-5th: Delta Education Publishers Foss (full option)	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. K-5th: Pearson Scott Foresman Social Science texts	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.		0%
<b>Visual and Performing Arts</b>	Contact Educational Services Department (707) 792-4708.		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Contact Educational Services Department (707) 792-4708.		0%

## School Facility Conditions and Planned Improvements

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. During the Summer of 2020 new carpet was installed in the Office and staff workroom. 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.

**Year and month of the most recent FIT report**

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Flooring in several classrooms needs repair. Carpet needs to be replaced in Admin bldg.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			FRP in poor condition.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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## 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).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	4	1.79	98.21	--
Female	99	0	0	100	--
Male	125	4	3.2	96.8	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	1	1.19	98.81	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	0	0	100	--
White	98	1	1.02	98.98	--
English Learners	39	2	5.13	94.87	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	3	3.37	96.63	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	4	9.76	90.24	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	4	1.79	98.21	--
Female	99	0	0.00	100.00	--
Male	125	4	3.20	96.80	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	84	1	1.19	98.81	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	0	0.00	100.00	--
White	98	1	1.02	98.98	--
English Learners	39	2	5.13	94.87	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	3	3.37	96.63	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	4	9.76	90.24	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	227	207	91.19	8.81	72.95
Female	100	95	95	5	81.05
Male	127	112	88.19	11.81	66.07
American Indian or Alaska Native	1	1	100	0	0
Asian	4	3	75	25	100
Black or African American	5	5	100	0	80
Filipino	3	3	100	0	100
Hispanic or Latino	87	77	88.51	11.49	63.64

<b>Native Hawaiian or Pacific Islander</b>	0	0	-	-	-
<b>Two or More Races</b>	27	26	96.3	3.7	88.46
<b>White</b>	100	92	92	8	75
<b>English Learners</b>	38	33	86.84	13.16	57.58
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	0	-	-	-
<b>Socioeconomically Disadvantaged</b>	95	84	88.42	11.58	65.48
<b>Students Receiving Migrant Education Services</b>	0	0	-	-	-
<b>Students with Disabilities</b>	2	2	100	0	50

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	227	201	92.51	7.49	60.59
<b>Female</b>	100	95	95	5	63.16
<b>Male</b>	127	115	90.55	9.45	59.13
<b>American Indian or Alaska Native</b>	1	1	100	0	100
<b>Asian</b>	4	3	75	25	100
<b>Black or African American</b>	5	5	100	0	40
<b>Filipino</b>	3	3	100	0	66.67
<b>Hispanic or Latino</b>	87	77	88.51	11.49	45.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	-	-	-
<b>Two or More Races</b>	27	26	96.3	3.7	57.69
<b>White</b>	100	95	95	5	73.68
<b>English Learners</b>	38	33	86.84	13.16	39.39
<b>Foster Youth</b>	1	1	100	0	0
<b>Homeless</b>	1	1	100	0	0
<b>Military</b>	0	0	-	-	-
<b>Socioeconomically Disadvantaged</b>	95	84	88.42	11.58	50
<b>Students Receiving Migrant Education Services</b>	0	0	-	-	-
<b>Students with Disabilities</b>	2	2	100	0	100

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	68	NT	NT	NT	NT
<b>Female</b>	38	NT	NT	NT	NT
<b>Male</b>	30	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	23	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	31	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	22	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents and caregivers are encouraged to participate in their child's education in a variety of ways. Due to COVID-19 restrictions, parents are not able to volunteer in classrooms this year. However, we still encourage and welcome parent engagement through attendance at virtual Evening with the Principal meetings, parent/teacher conferences, Student Council membership, ELAC meetings, PTA meetings and participating in parent surveys.

Our PTA provides a number of enrichment activities including assemblies. Our Monte Vista PTA also provides funding to teachers for additional instructional materials for their classrooms. The School Site Council oversees the implementation and effectiveness of the School Plan for Student Achievement. This collaborative group is composed of equal number of parent representatives and school staff. Meetings are open to all members of the community. 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. All meetings this year are being held virtually.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	463	43	9.3
Female	218	213	15	7.0
Male	251	250	28	11.2
American Indian or Alaska Native	2	2	1	50.0
Asian	19	19	1	5.3
Black or African American	6	6	2	33.3
Filipino	6	5	0	0.0
Hispanic or Latino	174	174	25	14.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	45	44	5	11.4
White	208	204	7	3.4
English Learners	84	84	11	13.1
Foster Youth	2	2	1	50.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	198	197	22	11.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	11	13.9

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.48	0.00	5.00	0.25	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.22	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.85	4.31	2.45
<b>Expulsions</b>	0.00	0.11	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Monte Vista Elementary complies with existing laws related to school safety. These include: Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the Monte Vista Comprehensive School Safety Plan is reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. We also have a safety committee that meets regularly. The committee is comprised of the Principal and 5 teachers. Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies.

### D. Other SARC Information

#### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	22		3	
2	24		3	
3	26		3	
4	28		3	
5	26		3	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	3	
1	18	1	3	
2	17	1	3	
3	21	1	3	
4	20	1	3	
5	22	1	3	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	14	3	2	
2	18	2	2	
3	13	3	2	
4	17	3	2	
5	14	3	2	
6				

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	11493	5147	6346	65508
District	N/A	N/A	7186	\$63,878
Percent Difference - School Site and District	N/A	N/A	-12.4	2.5
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-28.4	-21.2

## 2020-21 Types of Services Funded

At Monte Vista we have one full time Educational Specialists in addition to instructional aids that support students with IEPs, 504, and other intervention needs. We have 5 Special Day Classes on campus as well for Tk-5th grade. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, and materials. The YMCA provides and before and after school care to our students. For ELD services, in addition to designated ELD support from credentialed teachers, the district provides a half-time ELD assistant from LCAP funds. We have a transitional Kindergarten program as well as 5 Special Day Classes that serve TK-5th grade students.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$42,021	\$51,029
<b>Mid-Range Teacher Salary</b>	\$64,482	\$78,583
<b>Highest Teacher Salary</b>	\$84,260	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$117,868	\$124,576
<b>Average Principal Salary (Middle)</b>	\$112,812	\$131,395
<b>Average Principal Salary (High)</b>	\$120,275	\$144,697
<b>Superintendent Salary</b>	\$234,999	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three 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 site is implementing Professional Learning Communities that review student progress data. The Professional Learning Communities support teacher and student growth and allow teachers time to discuss differentiating their lessons and how to provide multiple opportunities for students to demonstrate their learning and growth.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Cotati-Rohnert Park Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	mayra_perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3011	315	10.46	89.54	60.63
<b>Female</b>	1432	156	10.89	89.11	64.74
<b>Male</b>	1579	159	10.07	89.93	56.60
<b>American Indian or Alaska Native</b>	20	4	--	80.00	--
<b>Asian</b>	77	12	15.58	84.42	58.33
<b>Black or African American</b>	59	6	10.17	89.83	--
<b>Filipino</b>	31	4	12.90	87.10	--
<b>Hispanic or Latino</b>	1377	131	9.51	90.49	49.62
<b>Native Hawaiian or Pacific Islander</b>	12	2	16.67	83.33	--
<b>Two or More Races</b>	313	48	15.34	84.66	77.08
<b>White</b>	1122	108	9.63	90.37	65.74
<b>English Learners</b>	533	20	3.75	96.25	15.00
<b>Foster Youth</b>	25	0	0.00	100.00	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1475	122	8.27	91.73	53.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	400	51	12.75	87.25	19.61

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	3011	306	10.16	89.84	23.61
<b>Female</b>	1432	151	10.54	89.46	16.67
<b>Male</b>	1579	155	9.82	90.18	30.32
<b>American Indian or Alaska Native</b>	20	4	--	80.00	--
<b>Asian</b>	77	12	15.58	84.42	41.67
<b>Black or African American</b>	59	6	10.17	89.83	--
<b>Filipino</b>	31	4	12.90	87.10	--
<b>Hispanic or Latino</b>	1377	125	9.08	90.92	16.80
<b>Native Hawaiian or Pacific Islander</b>	12	2	16.67	83.33	--
<b>Two or More Races</b>	313	47	15.02	84.98	42.55
<b>White</b>	1122	106	9.45		23.81
<b>English Learners</b>	533	20	3.75	96.25	15.00
<b>Foster Youth</b>	25	0	0.00	100.00	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1475	115	7.80	92.20	20.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	400	54	13.50	86.50	11.11

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.