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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Monte Vista
Street	1400 Magnolia Avenue
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4531
Principal	Courtney Morales Rosen
Email Address	c_moralesrosen@crpusd.org
School Website	https://mvs.crpusd.org
Grade Span	K-5
County-District-School (CDS) Code	49-73882-6109169

2025-26 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2025-26 School Description and Mission Statement

School Description: Monte Vista is a welcoming, neighborhood school with a population of approximately 460 students located in the southern part of the Cotati-Rohnert Park Unified School District. Monte Vista offers a curriculum based on 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

2025-26 School Description and Mission Statement

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 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	81
Grade 2	55
Grade 3	85
Grade 4	72
Grade 5	79
Total Enrollment	489

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.1
Non-Binary	0.2
American Indian or Alaska Native	0.8
Asian	5.7
Black or African American	2.2
Filipino	1.4
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	1
Two or More Races	5.7
White	40.3
English Learners	14.7
Foster Youth	0.4
Homeless	2.9
Migrant	0.2
Socioeconomically Disadvantaged	47.2
Students with Disabilities	23.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	82.38	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	3.9	17.62	19.5	6.58	15831.9	5.67
Total Teaching Positions	22.6	100	297.1	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.4	83.33	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	8.72	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	1.6	7.91	17.1	5.71	14303.8	5.15
Total Teaching Positions	20.9	100	300.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	87.13	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.55	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	1.8	8.32	25.6	8.22	13705.8	4.91
Total Teaching Positions	21.9	100	311.5	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th grade: Benchmark Advanced and Learning Without Tears	0%
Mathematics	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	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Inspire Science by McGraw Hill	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. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	0%
Foreign Language	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.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment	Contact Educational Services Department (707) 792-4708.	0%

(grades 9-12)		

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

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	June 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	39	41	42	47	48
Mathematics (grades 3-8 and 11)	37	32	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	232	98.31	1.69	39.22
Female	118	116	98.31	1.69	43.10
Male	118	116	98.31	1.69	35.34
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	79	97.53	2.47	31.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	40.91
White	102	100	98.04	1.96	41.00
English Learners	29	29	100.00	0.00	13.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	115	97.46	2.54	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	69	94.52	5.48	5.80

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	231	97.88	2.12	31.60
Female	118	116	98.31	1.69	25.86
Male	118	115	97.46	2.54	37.39
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	43.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	78	96.30	3.70	25.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	31.82
White	102	100	98.04	1.96	34.00
English Learners	29	29	100.00	0.00	17.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	114	96.61	3.39	25.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	68	93.15	6.85	5.88

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.51	18.67	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00	0.00	19.48
Female	29	29	100.00	0.00	6.90
Male	48	48	100.00	0.00	27.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	14.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.40%	97.40%	98.70%	94.81%	100.00%

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

2025-26 Opportunities for Parental Involvement

Parents and caregivers are encouraged to participate in their child's education in a variety of ways. We encourage and welcome parent engagement through attendance at Principal meetings, parent/teacher conferences, School Site 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 an 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	512	98	19.1
Female	255	254	33	13.0
Male	265	257	65	25.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	2	6.9
Black or African American	14	12	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	206	203	53	26.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	29	2	6.9
White	202	201	31	15.4
English Learners	85	82	19	23.2
Foster Youth	--	--	--	--
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	284	279	65	23.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	140	137	40	29.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.73	1.86	1.73	5.06	4.91	3.82	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73	0.00
Female	1.18	0.00
Male	2.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.47	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

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

2025-26 School Safety Plan

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 composed of the Principal, teachers, parents and classified staff. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	15	2	3	0
1	14	3	3	0
2	15	2	3	0
3	14	3	2	0
4	14	4	1	0
5	13	3	2	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	1	3	0
1	13	2	2	0
2	17	2	3	0
3	13	4	2	0
4	15	3	2	0
5	16	2	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	20	1	3	
1	16	2	3	
2	18	1	2	
3	14	3	3	
4	12	4	2	
5	16	3	2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.9

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,327	4,683	7,645	81,506
District	N/A	N/A	8,174	$79,755
Percent Difference - School Site and District	N/A	N/A	-6.7	2.2
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-37.3	-20.4

Fiscal Year 2024-25 Types of Services Funded

At Monte Vista we have two full time Educational Specialists in addition to instructional aids that support students with IEPs, 504, and other intervention needs. In addition, Monte Vista has an Intervention Teacher for general education that is paid for with Title I funds. The Intervention teacher supports students struggling in math and reading. 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 full time ELD assistant from LCAP funds. We have a transitional Kindergarten program as well as 3 Special Day Classes that serve TK-5th grade students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,271	$62,145
Mid-Range Teacher Salary	$78,674	$97,088
Highest Teacher Salary	$102,805	$120,436
Average Principal Salary (Elementary)	$142,545	$151,343
Average Principal Salary (Middle)	$124,811	$159,514
Average Principal Salary (High)	$154,513	$177,261
Superintendent Salary	$230,000	$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

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 training 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3