

# Montgomery High School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Montgomery High School
<b>Street</b>	
<b>City, State, Zip</b>	
<b>Phone Number</b>	(707) 890-3830
<b>Principal</b>	April Park Santos
<b>Email Address</b>	ASantos@srcs.k12.ca.us
<b>School Website</b>	<a href="https://mhs.srcschools.org/">https://mhs.srcschools.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	49709204934154

### 2025-26 District Contact Information

<b>District Name</b>	Santa Rosa City Schools
<b>Phone Number</b>	(707) 890-3800
<b>Superintendent</b>	Lisa August
<b>Email Address</b>	laugust@srcs.k12.ca.us
<b>District Website</b>	<a href="http://www.srcschools.org">www.srcschools.org</a>

### 2025-26 School Description and Mission Statement

Montgomery High School (MHS) prepares all students for success by offering a safe, supportive learning environment that encourages them to become inquiring, knowledgeable, expressive, and caring lifelong learners. Now a unified 7–12 campus, we are proud to be an IB-for-All school, where every student participates in International Baccalaureate learning. As an IB Middle Years Programme (MYP) Candidate School and an established IB Diploma Programme (DP) school, Montgomery is building a seamless 7–12 IB pathway that strengthens critical thinking, global awareness, and student agency across all grades.

Our expansive Visual and Performing Arts (VAPA) and Career and Technical Education (CTE) programs nurture creativity,

## 2025-26 School Description and Mission Statement

collaboration, and real-world problem-solving. Students grow into respectful, thoughtful community members who value diversity, understand their shared responsibility to the world, and recognize the dignity of all people.

Montgomery High School is proud to be part of a global network of more than 2,300 IB schools committed to developing internationally minded young people who help create a more peaceful and just world. We are also an AVID (Advancement Via Individual Determination) school, providing students with the tools, strategies, and support needed to thrive in college, career, and beyond. Together, the IB and AVID programs reflect our commitment to academic rigor, personal growth, and equitable access for every Viking.

Alongside academics, we celebrate a long tradition of excellence in athletics and strong student involvement in the community. At Montgomery, we focus on building relationships, making learning relevant, and fostering responsibility so that every student is supported and challenged to reach their fullest potential.

We proudly call ourselves the Viking Family, a place where every student belongs, every voice matters, and every individual is empowered to grow.

**Vision:**  
Montgomery High School prepares all students for success by providing a safe learning environment that challenges them to become inquiring, knowledgeable, expressive, and caring lifelong learners. Our students become respectful, creative, self-aware thinkers who positively contribute to our community and the world with intercultural awareness, empathy, and a belief in the dignity of all people.

**Mission:**  
Each Montgomery graduate will be fully prepared to take the next steps in college and career.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	282
Grade 10	329
Grade 11	324
Grade 12	318
<b>Total Enrollment</b>	<b>1,253</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	53.8
Non-Binary	0.5
American Indian or Alaska Native	0.3
Asian	3
Black or African American	3
Filipino	1.4
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	2.1
Two or More Races	5.5
White	29.4
English Learners	13.2
Foster Youth	0.4
Homeless	1.8
Migrant	0.8
Socioeconomically Disadvantaged	52.2
Students with Disabilities	19.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	54.3	75.24	359.5	78.28	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.8	1.15	5.6	1.23	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.5	6.36	14.6	3.19	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.6	6.45	26.8	5.84	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	7.7	10.77	52.6	11.46	15831.9	5.67
<b>Total Teaching Positions</b>	72.2	100	459.2	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	62.7	81.31	409.9	82.49	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.5	0.71	8.8	1.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.9	7.71	21.3	4.29	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.9	6.35	22.8	4.6	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3	3.89	33.9	6.84	14303.8	5.15
<b>Total Teaching Positions</b>	77.1	100	496.9	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.2	76.81	410.9	82.14	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	1.5	2.02	10.3	2.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	4.73	27.9	5.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.1	8	21.4	4.29	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	6.4	8.4	29.5	5.91	13705.8	4.91
<b>Total Teaching Positions</b>	77.1	100	500.2	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
<b>Permits and Waivers</b>	0.00	1.9	0.5
<b>Misassignments</b>	4.50	3.9	3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	4.50	5.9	3.6

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.40	1.5	1.8
<b>Local Assignment Options</b>	3.20	3.3	4.3
<b>Total Out-of-Field Teachers</b>	4.60	4.9	6.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.8	7.7	4.1
<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)	0.9	1.6	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

NA

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt Literature & Language Arts: Mastering the Calif. Standards – Fourth Course: Holt, Rinehart & Winston 2002, Board Approved 3/27/2002 Literature & Language Arts: Mastering the Calif. Standards – Fourth Course: Holt, Rinehart & Winston 2002, Board Approved 3/27/2002 Holt Literature & Language Arts: Mastering the Calif. Standards – Fifth Course: Holt, Rinehart & Winston 2002, Board Approved 3/27/2002	0
<b>Mathematics</b>	In grades 9-12, students have Board approved texts that support instruction based on California Calculus of a Single Variable, 11th Ed.: Cengage 2017, Larson, The Practice of Statistics: W. H. Freeman 2014, Starnes Precalculus with Limits 7E: Cengage 2016, Larson, Board Approved Integrated Math 1: CPM 2015, Dietker, Board Approved 1/24/2018 CA Intergrated Math 1: HMH 2015, Kanold, Board Approved 1/24/2018 CA Integrated Math 2: HMH 2015, Kanold, Board Approved 1/24/2018 CA Integrated Math 3: HMH 2015, Kanold, Board Approved 1/24/2018 Statistical Reasoning in Sports 9781319304843	0
<b>Science</b>	Living Earth (Biology)Savaas Miller & Levine Biology 9781418283087 Earth Science McGraw Hill INSPIRE SCIENCE EARTH 978-0-07-692895-8 AP Bio Campbell AP Bio Chemistry McGraw Hill INSPIRE SCIENCE CHEMISTRY CALIFORNIA STUDENT EDITION 978-0-07-674695-8	0

	Physics Pearson Prentice Hall Conceptual Physics: The High School Physics Program ISBN 0-13-166301-1 Cengage Exploring Environmental Science for AP® Updated, 1st Student Edition Miller/Spoolman 1st Edition 9780357492888	
<b>History-Social Science</b>	Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magruder's Amer Govt. 9780328987115 Pearson-Economic Prins in action. 9780328987023 Oxford Histories of the americas 9780198310235 Hodder Education, Rights and Protest, ISBN 978-1-4718-3931-3 Hodder Education, The Cold War: Superpower tensions and rivalries, ISBN 978-1-47-3929-0 Cambridge History for the IB diploma: Paper 2 9781107556232 Norton Foner Give me liberty Brief edition 978-0393634457	0
<b>Foreign Language</b>	Sendas Literarias, Book 1: Heinle & Heinle 1995, Walqui, et al, Board Approved 4/25/1995 Galeria Hispanica – 2nd Ed.: McGraw Hill 1979, Lado, et al Board Approved 7/21/1987 Album: Heath 2005, Valette, et al, Board Approved 4/22/2009 Paso a Paso: Level 2 – 2nd Ed.: Prentice Hall 2000, Met, Sayers, Board Approved 4/9/2003 ?Ven Conmigo! Nuevas Vistas, 1 & 2: Holt Rinehart & Winston 2003, Ozete, Board Approved 8/13/1997 Paso a Paso: Level 1 –2nd ed.: Prentice Hall 2000, Met, Sayers, Board Approved 5/8/2002 Conexiones: Comunicación y Cultura – 2nd Ed.: Prentice Hall 2002, Zayas-Bazan , Board Approved 3/27/2002 Abriendo Paso Lectura: Heinle & Heinle 1995, Diaz/Collins, Board Approved 11/19/1997 Spanish B for the IB Diploma: Hodder Education 2012, Thacker and Bianchi, Board Approved 8/8/2012 Larousse Concise Spanish-English Dictionary: Larousse Editorial 1999, Love, Blasco, Board Approved 5/22/2002 Paso a Paso: Level 2 – 2nd Ed.: Prentice Hall 2000, Met, Sayers, 4/9/2003 Bien Dit! - French 1: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012 Bien Dit! - French 2: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012 Bien Dit! – French3: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012 Discovering French Bleu (Level 1/Yr. 1): Heath/McDougal 2000, Vallette,et al Discovering French Blanc (Level 2/Yr.2): Heath/McDougal 1990, Vallette, et al Discovering French Rouge (Level 3/Yr. 3): Heath/McDougal, Valette, et al, Board Approved 6/25/1986 Imaginez: le francais sans frontiers: Vista Higher Learning 2008, Mitschke, Cherie, Board Approved 10/24/2007 Francais B Livre de l'etudiant: Pearson Baccalaureate 2011, Delvallee, Board Approved 8/8/2012 Huanying (Mandarin IB SL): Cheng & Tsui 2010, Jiaying Howard & Lanting XU, Board Approved 7/27/2011 Huanying: An Invitation to Chinese: Cheng & Tsui 2009, J. Howard & L.Xu, Board Approved 1/13/2010 Zhongwen Tiandi: Chinese Link Simplified Character Version: Prentice Hall 2006, Wu, Yu, Zhang, Tian, Board Approved 6/25/2008	0

<b>Health</b>	Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000 7 Habits of Highly Effective Teens, The: Fireside/Simon & Schuster 1998, Covey, Board Approved 10/9/2002	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0

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

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in September 2024 and had an overall rating of "Good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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

September 2024

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	42	39	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	25	17	25	24	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	301	280	93.02	6.98	41.79
Female	147	132	89.80	10.20	46.21
Male	154	148	96.10	3.90	37.84
American Indian or Alaska Native	0	0	0	0	0
Asian	13	11	84.62	15.38	27.27
Black or African American	13	13	100.00	0.00	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	168	156	92.86	7.14	35.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	81	74	91.36	8.64	60.81
English Learners	35	31	88.57	11.43	3.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	93	86.92	13.08	35.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	45	90.00	10.00	28.89

## 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
<b>All Students</b>	301	284	94.35	5.65	16.55
<b>Female</b>	147	136	92.52	7.48	11.03
<b>Male</b>	154	148	96.10	3.90	21.62
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	11	84.62	15.38	9.09
<b>Black or African American</b>	13	13	100.00	0.00	15.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	168	157	93.45	6.55	10.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	25.00
<b>White</b>	81	77	95.06	4.94	28.57
<b>English Learners</b>	35	32	91.43	8.57	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	107	95	88.79	11.21	10.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	50	45	90.00	10.00	8.89

## 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
<b>Science</b> (grades 5, 8 and high school)	26.75	24.24	25.17	24.54	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	625	595	95.20	4.80	28.57
Female	308	290	94.16	5.84	25.52
Male	315	303	96.19	3.81	31.68
American Indian or Alaska Native	0	0	0	0	0
Asian	22	19	86.36	13.64	0.00
Black or African American	19	19	100.00	0.00	15.79
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	319	303	94.98	5.02	21.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	42.86
White	206	196	95.15	4.85	42.35
English Learners	60	59	98.33	1.67	5.08
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	192	91.87	8.13	17.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	114	104	91.23	8.77	14.42

## 2024-25 Career Technical Education Programs

Career Technical Education (CTE) provides students with the academic, technical, and real-world knowledge, skills and experience they need to be prepared for college, career, and life. A CTE program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Several CTE courses are college-preparatory and/or are articulated with the local community college, where students can earn college units through the Credit by Exam process. In addition, some CTE Programs provide students the opportunity to earn industry-recognized certifications. Below is a list of CTE Programs at our site:

Business  
 Green Construction  
 Design, Visual and Media Arts

For more information, please visit the Santa Rosa City School website at <https://www.srcschools.org/departments/educational-services/educational-programs>.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	308
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	14.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.72
Graduates Who Completed All Courses Required for UC/CSU Admission	48

## 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 9	91.40%	90.50%	92.70%	93.30%	92.70%

## 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 alumni play a prominent role in the success of Montgomery Jr/Sr High School. Our School Site Council (SSC), which includes parent members, works effectively in overseeing school programs and managing a portion of the school budget. The English Learners Advisory Committee (ELAC) ensures that English learners and their families feel welcomed and supported at our school. Several booster clubs, including the Athletic Booster Club, which is parent-driven, provide essential

## 2025-26 Opportunities for Parental Involvement

support to our sports, cheerleading, and music programs. In addition, the Montgomery Education Foundation, managed by parents and alumni, oversees fundraising efforts for school programs and projects. Parents and alumni contribute to campus beautification, assist with graduation, and support various school needs. Their active involvement, along with the commitment of our alumni, is a cornerstone of our school's strength. To volunteer, please get in touch with the principal's secretary at (707) 890-3830.

For further information please refer to Montgomery High School Parent Compact and Parent/Family Engagement Policy

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	9.8	11.9	6.5	12.5	9.8	7	8.2	8.9	8
Graduation Rate	84.8	82.2	90.4	82.6	86.3	89.7	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	323	292	90.4
Female	156	144	92.3
Male	165	146	88.5
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	147	133	90.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	19	95.0
White	132	117	88.6
English Learners	33	28	84.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	212	194	91.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	72	56	77.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1332	1299	326	25.1
Female	608	594	142	23.9
Male	717	699	179	25.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	7	18.4
Black or African American	40	39	7	17.9
Filipino	18	17	5	29.4
Hispanic or Latino	748	729	221	30.3
Native Hawaiian or Pacific Islander	29	29	8	27.6
Two or More Races	73	72	16	22.2
White	381	371	60	16.2
English Learners	191	186	64	34.4
Foster Youth	--	--	--	--
Homeless	36	31	11	35.5
Socioeconomically Disadvantaged	856	829	248	29.9
Students Receiving Migrant Education Services	14	13	3	23.1
Students with Disabilities	269	261	98	37.5

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.42	7.21	7.21	10.12	7.74	6.83	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
0.06	0.46	0.45	0.21	0.21	0.29	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	7.21	0.45
Female	4.77	0.16
Male	9.34	0.70
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.26	0.00
Black or African American	5.00	2.50
Filipino	11.11	5.56
Hispanic or Latino	8.96	0.53
Native Hawaiian or Pacific Islander	10.34	0.00
Two or More Races	6.85	0.00
White	3.41	0.00
English Learners	18.85	0.52
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	9.23	0.58
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.01	1.12

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

At Montgomery Jr./Sr. High School, student safety is a shared priority and a core part of how we operate every day. Following the 2024–2025 Santa Rosa City Schools Safety Comprehensive Framework, our approach is built on the values of embrace, engage, and empower, ensuring our 7–12 campus remains safe, inclusive, and supportive for all students.

The district framework outlines nine key focus areas that guide our daily practices. This includes strengthening campus security through controlled access points, updated surveillance, and reliable safety equipment, as well as providing ongoing professional development so staff are well-prepared in emergency procedures and wellness supports. Mental health services, such as counseling, conflict resolution, and restorative practices—play a central role in helping students feel connected and supported. We also work closely with first responders and community partners to ensure coordinated responses to emergencies when needed.

To remain prepared for a wide range of situations, the district's plan includes a multidisciplinary threat assessment protocol, standardized emergency responses, and the use of the Incident Command System (ICS). Reunification and recovery procedures guide us in restoring stability after a crisis, with a strong focus on emotional care and clear communication with families.

Each year, our School Site Council reviews and updates the Montgomery Jr./Sr. High Site Safety Plan, ensuring it reflects current needs and best practices. Safety procedures are reinforced throughout the year during monthly staff meetings and through regular fire, earthquake, and lockdown drills. As part of county and state emergency systems, we collaborate with local emergency offices and follow required preparedness protocols.

On a daily basis, campus supervisors, Student Safety Advisors, and site administration actively monitor campus to keep students safe. Our restorative specialists are available to help students resolve conflicts, build stronger relationships, and promote understanding across our school community. Students consistently report that they feel safe on campus, and our ongoing anti-bullying efforts help maintain a positive and respectful environment.

Together, our district framework and our site-based practices support a culture where students feel safe, valued, and ready to learn. This collective commitment, from staff, families, students, and community partners, helps ensure Montgomery Jr./Sr. High remains a place where every Viking can thrive.

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	50	30	14
Mathematics	21	27	39	4
Science	24	14	35	2
Social Science	23	21	17	16

## 2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	48	37	7
Mathematics	19	38	30	6
Science	22	16	28	6
Social Science	18	29	27	6

## 2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	47	21	14
Mathematics	20	39	17	9
Science	19	26	22	1
Social Science	17	36	13	14

## 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	255.89

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5.6
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.9
<b>Social Worker</b>	
<b>Nurse</b>	0.6
<b>Speech/Language/Hearing Specialist</b>	1.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$9,860.49	\$958.89	\$8,901.60	\$96,987.29
<b>District</b>	N/A	N/A	\$8,203.39	
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.2	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-19.0	\$95,853.09

## Fiscal Year 2024-25 Types of Services Funded

At Montgomery Jr./Sr. High School, we are committed to ensuring every student has access to the support, resources, and programs they need to thrive. As an IB-for-All school, now serving students in grades 7–12, we integrate International Baccalaureate learning experiences throughout our campus. Our IB Middle Years Programme (MYP) candidate status and IB Diploma Programme offerings reflect our belief that all students deserve access to rigorous, inquiry-based learning that prepares them for college, career, and life beyond high school.

This past year, a variety of programs were supported through District, categorical, and site funds, allowing us to strengthen both academic and social-emotional supports for our students and staff. Our general fund continues to support the AVID (Advancement Via Individual Determination) program, which provides a dedicated class at each grade level for students, particularly first-generation college-bound students, who benefit from structured academic support, organizational tools, and mentoring.

District-provided professional development for English and math teachers helps ensure curriculum alignment, common planning, and high-quality instruction across these core subjects. These collaborative efforts directly influence student growth

## Fiscal Year 2024-25 Types of Services Funded

and achievement.

Categorical funding enables us to offer targeted support for students who need more intensive instruction. Our lowest-performing English students receive additional intervention, while our English Language Learners benefit from smaller class sizes and teachers trained through Economic Impact Aid resources. These supports strengthen language development, confidence, and readiness for success in the IB pathway.

Our parent-driven Montgomery Education Foundation continues to enhance our school community by funding innovative teacher proposals and supporting technology upgrades across the campus. One highlight this year was a real-world writing project designed specifically for seniors not pursuing a university track, an engaging, motivating experience that prepares them for life after high school.

For students needing credit recovery, the District funds after-school classes and online coursework through Cyber-High and our new district wide virtual academy, helping them stay on track for graduation. In addition, Title I site funding supports after-school tutoring and academic intervention opportunities, ensuring every student has access to the help they need.

Together, these programs reflect our school-wide commitment to access, equity, and opportunity. As a unified 7–12 IB-for-All campus, Montgomery Jr./Sr. High School remains dedicated to challenging, supporting, and empowering every Viking on their path to success.

## 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	4.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## Professional Development

### District-Level Professional Development

Secondary department chairs participate in quarterly meetings focused on strengthening curriculum and instruction, analyzing student data, and building districtwide consistency in high-quality teaching practices. These meetings also include equity-based professional learning designed to raise achievement for all students.

The district provides multiple professional development opportunities, including:

Ethnic Studies PD at three levels (1.0, 2.0, 3.0) to support culturally responsive teaching.

Math Redesign PD, supporting coherence from elementary through 12th grade, with emphasis on:

Teaching to big ideas

Culturally relevant math modeling

Building Thinking Classrooms

Formative assessment

Jo Boaler's strategies for growth mindset and positive math identity

These redesign efforts also help sites implement the new California Math Framework.

Wellness & Engagement PD for Restorative staff and School Safety Advisors.

Ongoing districtwide collaboration for supporting the needs of multilingual learners.

Secondary principals engage in Instructional Rounds five times a year.

Vice Principals participate in role-specific professional learning centered on equity, master scheduling, instructional leadership, the SRCS Mission/Vision/Priorities, data-driven decision-making, and site-based initiatives.

## Professional Development

All instructional administrators meet monthly to focus on Essential 5, Incident Command, data protocols, differentiated instruction, and other district priorities.

Each year, the district provides two full PD days for all classified and certificated staff.

### Site-Level Professional Development

At the site level, our work continues to grow in depth and coherence. This year's ongoing professional learning includes:

MTSS (Multi-Tiered Systems of Support)

Rigor and Relevance Framework

Equitable grading practices

Culture and climate work, including building consistency across our unified 7–12 campus

IB Middle Years Programme (MYP) training, as we are now an official MYP candidate school with additional training provided by the International Baccalaureate Organization

These areas support our broader goals of strengthening instruction, improving student engagement, and ensuring every Viking—junior high and senior high—has access to a supportive and academically rigorous experience.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	2