

Montgomery Junior 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.

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	Montgomery Junior High School
Street	
City, State, Zip	
Phone Number	(707) 890-3830
Principal	April Park Santos
Email Address	asantos@srcs.k12.ca.us
School Website	https://mhs.srcschools.org/
Grade Span	
County-District-School (CDS) Code	49709206060263

2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	www.srcschools.org

2025-26 School Description and Mission Statement

*Comprehensive Overview of District and Site Professional Learning & School Programs

Our district provides a strong and varied professional development system designed to support high-quality teaching and learning across all secondary schools. Secondary department chairs meet quarterly to strengthen curriculum and instruction, review student data, and build consistency in teaching practices. These meetings also include equity-focused learning aimed at raising achievement for all students. The district offers a range of additional professional development opportunities, including Ethnic Studies training (Levels 1.0, 2.0, and 3.0), Math Redesign PD aligned with the new California Math Framework, and training on culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and growth-mindset

2025-26 School Description and Mission Statement

strategies. Wellness and Engagement staff provide ongoing support to Restorative staff and School Safety Advisors, and there are multiple opportunities throughout the year for teams to collaborate around meeting the needs of multilingual learners.

Secondary principals participate in Instructional Rounds five times a year, while vice principals engage in professional learning tied to equity, master scheduling, instructional leadership, the SRCS Mission/Vision/Priorities, data analysis, aligned assessments, supervision, evaluation, and site-specific initiatives. All instructional administrators meet monthly for professional learning on Essential 5, Incident Command, data protocols, differentiated instruction, and other district priorities. Each year, the district also provides two full professional development days for all certificated and classified staff.

At the site level, we continue to deepen our shared practices through ongoing learning in MTSS, the Rigor and Relevance Framework, equitable grading, culture and climate development for a unified 7–12 campus, and IB MYP training as we move forward as an official Middle Years Programme candidate school. These areas strengthen our instructional program, support student engagement, and help ensure that every Viking is challenged, supported, and connected.

Our junior high program, formerly Herbert Slater Middle School, serves a richly diverse 7th and 8th grade community. Students have full access to core curriculum, a wide range of electives, and extracurricular opportunities. The school's mission emphasizes rigorous academics, cultural appreciation, social responsibility, and a safe, supportive learning environment. We proudly offer AVID as a college-going support for students who may be the first in their families to pursue higher education.

The junior high program is grounded in PBIS and Restorative practices, helping students build social-emotional skills, problem-solve, and maintain positive connections with their school community. Slater is also a Universal Design for Learning (UDL) school, dedicated to removing barriers so all students can access rigorous, engaging instruction. Elective offerings—including Spanish, culinary, music, woodshop, biodiversity, media technology, ethnic studies, dance, and leadership, are adapted each year based on student needs and interests. Students also benefit from interscholastic sports, clubs, and a strong culture of staff-student relationships.

Together, these district and site professional learning structures, combined with our comprehensive junior high and high school programming, help ensure that all students experience a supportive, engaging, and academically rigorous 7–12 continuum, one that prepares them for high school, college, career, and life.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
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2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	
Misassignments	0.00	0.5	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0.5	

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	
Local Assignment Options	0.50	0.5	
Total Out-of-Field Teachers	0.50	0.5	

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	4.7	
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	2.2	

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

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
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Silver Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2000	0
Mathematics	Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018	0
Science	TCI Bring Science Alive 7th Grade Integrated (BA 2021) TCI Bring Science Alive 8th Grade Integrated (BA 2021)	0
History-Social Science	McGraw-Hill World history & geography:Medieval & early modern times 9780076755974 McGraw Hill Impact California Social Studies United States History and Geography: Growth and Conflict 978-0-07-675568-4	0
Foreign Language	Dime Uno: Heath/McDougal 1993, Samaniego, Board Approved 5/27/1998 Kuaile Hanyu (Mandarin): People’s Education Press 2003, Shaoqi, Qingsong, Shaoyu, Xuhong, Board Approved 6/27/2007	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	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 October 2025 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

October 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			
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)						
Mathematics (grades 3-8 and 11)						

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)						

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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 7	80.40%	49.10%	87.80%	90.00%	48.70%

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

Parent, Family, and Community Engagement (7–12)

Our unified Montgomery Junior/Senior High School community is committed to being a fully engaged, community-centered school where families, staff, and community partners work together to create a supportive and inclusive environment that promotes student achievement, social-emotional growth, and overall well-being. Parent involvement is a key part of our success, and we strive to ensure that all families feel welcomed, informed, and connected.

Across grades 7–12, we consistently reach out to families to join committees, attend meetings, and participate in schoolwide planning. When families cannot attend, we make sure they receive clear and timely updates about decisions, goals, and opportunities for involvement. To ensure equitable access, we provide translation and childcare services. Families are encouraged to submit agenda items, provide feedback, and participate actively in school decision-making.

Our School Site Council (SSC), which includes parents, staff, students, and administrators, plays a critical role in reviewing programs, monitoring progress, and allocating resources to support school goals. The English Learners Advisory Committee (ELAC) meets monthly to support multilingual learners and their families, offering a space for guidance, advocacy, and input. In addition, ELAC's president participates in SSC meetings to strengthen communication and ensure that the needs of English learner students are integrated into schoolwide planning.

2025-26 Opportunities for Parental Involvement

The Montgomery Education Foundation (MEF), supported by parents and alumni, plays an essential role in funding schoolwide programs, supporting staff and students, and contributing to projects across the entire 7–12 campus. MEF assists with fundraising, program support, campus beautification, graduation activities, and other school needs. Their dedication, and the contributions of alumni and community partners, greatly enhances the educational experience for all Vikings.

Parents, guardians, and community members are invited to participate in these groups and volunteer in various ways throughout the year. To get involved, please contact the principal's secretary at (707) 890-3830. For more information, please refer to the Montgomery Jr./Sr. 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									
Graduation Rate									

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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

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				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

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

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		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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

Montgomery Jr./Sr. High School is committed to creating a safe, inclusive, and empowering environment where every student—grades 7 through 12—can learn, grow, and thrive. Aligned with the Santa Rosa City Schools 2025–2026 School

2025-26 School Safety Plan

Safety Comprehensive Framework, our approach is grounded in the district's core values of embrace, engage, and empower. Together, these guide how we support physical safety, emotional wellness, and preparedness across our unified campus.

District-Aligned Framework

The district's Safety Comprehensive Framework outlines nine focus areas that shape our daily practices:

Campus security enhancements, including controlled access, updated surveillance systems, and reliable safety equipment.

Professional development for staff on emergency response, safety protocols, wellness, and student support.

Mental health services, such as counseling, conflict resolution, restorative practices, and wellness initiatives.

Partnerships with first responders and community agencies to ensure coordinated emergency responses.

A multidisciplinary threat assessment protocol to identify and respond to concerns proactively.

Standardized emergency procedures and the use of the Incident Command System (ICS) for all drills and real events.

Reunification and recovery protocols to restore stability and support students and families after a crisis.

Continuous improvement is built into this framework: emergency plans are reviewed and updated regularly, drills are practiced throughout the year, and safety efforts are aligned with the district's Facilities Master Plan to ensure long-term viability.

Site-Based Safety Practices (7–12 Campus)

At Montgomery Jr./Sr. High School, student safety is a shared responsibility embraced by staff, families, and students. Our site implements this framework through clear, consistent, and proactive systems designed for a 7–12 learning environment.

Safety Team & Ongoing Monitoring

Our Safety Team meets monthly to review data, evaluate current practices, and recommend improvements. Regular fire, earthquake, and lockdown drills help ensure our entire campus is prepared. Safety reminders and updates are reinforced through monthly staff meetings and ongoing communication.

Positive School Climate & Student Support Systems

The junior and senior high programs use PBIS, Restorative Practices, and Restorative Justice to maintain a positive campus culture. These frameworks help promote healthy relationships, resolve conflict, and teach problem-solving skills.

A comprehensive Multi-Tiered System of Support (MTSS) addresses academic, behavioral, attendance, and social-emotional needs across three tiers, ensuring targeted support for every student.

Student Empowerment & Leadership

Our Restorative Response Specialist works with students and families to address conflict and reinforce community-building practices. Our Family Engagement Facilitator partners with families around wellness, safety, and student success.

Staffing for Safety & Wellness

Montgomery Jr./Sr. High has Student Safety Advisors (SSAs) who monitor campus, supervise students, and assist with behavioral support. Our counselors and therapists provide academic, mental health, and crisis intervention services for students with both immediate and ongoing needs.

Partnerships With Families & Community

Safety planning is reviewed annually by our School Site Council, which includes parents, students, and staff. We work closely with county and state emergency offices and follow all protocols required for school preparedness.

A Unified Commitment to Safety

Together, our district-level framework and robust site-based practices create a culture where students feel safe, valued, and ready to learn. This work reflects the collective commitment of our staff, students, families, and community partners. By addressing physical, emotional, and systemic aspects of school safety, Montgomery Jr./Sr. High continues to strengthen an environment where every Viking can thrive, today and into the future.

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
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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
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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
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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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	

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	

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	\$10,834.75	\$1,437.15	\$9,397.60	\$103,476.04
District	N/A	N/A	\$8,203.39	\$95,853.09
Percent Difference - School Site and District	N/A	N/A	13.6	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-13.6	

Fiscal Year 2024-25 Types of Services Funded

Montgomery Jr/Sr High School's School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP). Each goal and its related strategies or activities corresponds directly with the current LCAP, which serves as the foundation for all district expenditures. Based on the needs assessment and priorities outlined in the LCAP, the school will use federal funds, when applicable, to supplement base funding in ways that support each specific goal. If federal funds are received, they will be used as described in the SPSA to purchase supplemental materials that go beyond our adopted, standards-aligned curriculum and core programs.

Montgomery Jr/Sr High operates a Title I Program designed to improve academic achievement for all students, with a particular focus on supporting our lowest-performing student groups. Family engagement and support funds are designated within the SPSA to ensure that families can fully participate in our parent organizations, School Site Council, and ELAC.

Montgomery Jr/Sr High also benefits from donations provided through the Montgomery Education Foundation. These contributions help enhance student learning, academic achievement, and extracurricular opportunities. The Foundation also plays a key role in supporting our PBIS strategies, systems of support, and student recognition efforts.

Fiscal Year 2024-25 Types of Services Funded

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Montgomery Jr/Sr High staff participate in a wide range of district-provided professional learning opportunities designed to strengthen instruction, deepen equity practices, and build coherence across all secondary schools.

Districtwide supports include:

Secondary Department Chair Meetings held quarterly to refine curriculum and instruction, analyze student data, and strengthen consistency in high-quality teaching practices across sites. These meetings also include equity-focused professional learning to improve outcomes for all students.

Ethnic Studies Professional Development offered at three levels (1.0, 2.0, and 3.0) to expand culturally responsive teaching and support the implementation of Ethnic Studies courses.

Math Redesign Professional Development, supporting systemic alignment from elementary through 12th grade, with emphasis on:

Teaching to big ideas

Culturally relevant math modeling

Building Thinking Classrooms

Formative assessment

Growth mindset and positive math identity (Jo Boaler)

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

Wellness & Engagement Professional Development for Restorative staff and School Safety Advisors.

Multilingual Learner Collaboration, offered multiple times throughout the year, supporting the needs of emerging bilingual students across the district.

Instructional Rounds for secondary principals, conducted five times per year.

Vice Principal Professional Learning, focused on equity, master scheduling, instructional leadership, data-driven decision-making, the SRCS Mission/Vision/Priorities, and site-based initiatives.

Monthly Professional Development for All Instructional Administrators, covering Essential 5, Incident Command, data protocols, differentiated instruction, and other district priorities.

Two full districtwide PD days each year for all classified and certificated staff.

Site-Level Professional Development at Montgomery Jr/Sr High

Professional learning at Montgomery Jr/Sr High is designed to support instructional rigor, strong classroom practices, and a unified 7–12 campus culture. Focus areas for this year include:

Multi-Tiered Systems of Support (MTSS)

Strengthening Tier 1 classroom practices and building a coherent system of academic, behavioral, and wellness supports.

Rigor and Relevance Framework

Supporting high-quality instruction across all grade levels and departments.

Equitable Grading Practices

Ensuring grading systems are fair, transparent, and supportive of learning.

Campus Culture & Climate Work

Building consistent expectations and practices across our newly unified junior high and senior high campus.

IB Middle Years Programme (MYP) Training

Professional Development

As an official MYP candidate school, staff receive training through the International Baccalaureate Organization, with ongoing professional learning aligned to our “IB for All” vision.

Montgomery Jr/Sr High also supports:

Leadership development through monthly PAC (Principal’s Advisory Committee) meetings, where teacher leaders receive training to support departments and help facilitate sitewide professional development.

Department-based professional learning and collaboration days to strengthen aligned curriculum, assessment practices, and student-support systems.

Ongoing coaching and differentiated support from site instructional leaders to help teachers refine instructional practices.

Our Shared Goal

All district and site-level professional learning at Montgomery Jr/Sr High is centered on strengthening instruction, improving student engagement, and ensuring every Viking—junior high and senior high—experiences a supportive, inclusive, and academically rigorous learning environment.

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	2	2	2