

Montgomery High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1250 Hahman Dr. Santa Rosa, CA , 95405-6934	Principal:	Adam Paulson, Principal
Phone:	(707) 890-3830	Grade Span:	9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

About This School

Adam Paulson, Principal

Principal, Montgomery High

About Our School



Montgomery High School is an International Baccalaureate High School, one of 2,300 worldwide to offer this most rigorous high school education. The aim of all IB schools is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We continue our strong tradition of academics, athletics and student involvement in the community. We emphasize relationships, rigor, relevance and responsibility in our daily work.

We are known as the Viking Family: all students can find a home here and all are challenged to their highest potential.

Contact

Montgomery High
1250 Hahman Dr.
Santa Rosa, CA 95405-6934

Phone: [\(707\) 890-3830](tel:(707)890-3830)
Email: apaulson@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Montgomery High
Street	1250 Hahman Dr.
City, State, Zip	Santa Rosa, CA , 95405-6934
Phone Number	(707) 890-3830
Principal	Adam Paulson, Principal
Email Address	apaulson@srcs.k12.ca.us
Website	https://mhs-santarosa-ca.schoolloop.com/
County-District-School (CDS) Code	49709204934154

Last updated: 3/4/22

School Description and Mission Statement (School Year 2021—2022)

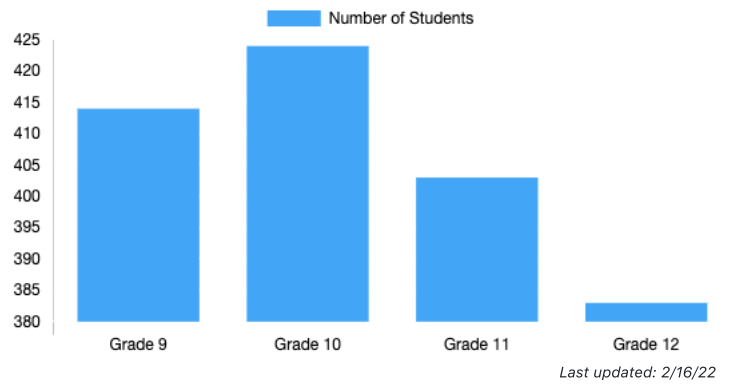
School Description and Mission Statement (School Year 2021-2022)

MHS prepares all students for success by providing a safe learning environment that challenges students to become inquiring, knowledgeable, expressive and caring life-long learners. As such, our students become respectful, creative, self-aware and thinking individuals who contribute to our community and the world with intercultural awareness, respect, and the recognition that all people have dignity.

Last updated: 2/16/22

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	414
Grade 10	424
Grade 11	403
Grade 12	383
Total Enrollment	1624



Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	46.10%
Male	53.80%
Non-Binary	0.10%
American Indian or Alaska Native	1.20%
Asian	4.20%
Black or African American	2.90%
Filipino	1.70%
Hispanic or Latino	50.40%
Native Hawaiian or Pacific Islander	1.40%
Two or More Races	2.80%
White	35.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.60%
Foster Youth	0.60%
Homeless	0.70%
Migrant	1.00%
Socioeconomically Disadvantaged	45.30%
Students with Disabilities	16.00%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"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"	Yes	0%
Mathematics	"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"	Yes	0%
Science	"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 Physics Pearson Prentice Hall Conceptual Physics: The High School Physics Program ISBN 0-13-166301-1 Cengage Exploring Evironmental Science for AP® Updated, 1st Student Edition Miller/Spoolman 1st Edition9780357492888"	Yes	0%
History-Social Science	"Pearson, World History and the modern world. 9780328986903 Pearson United States History: The Twentieth Century (California Edition) 9780328986910 Pearson Magruders 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"	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	<p>"Sendas Literarias, Book 1: Heinle & Heinle 1995, Walqui, et al, Board Approved 4/25/1995</p> <p>Galeria Hispanica – 2nd Ed.: McGraw Hill 1979, Lado, et al Board Approved 7/21/1987</p> <p>Album: Heath 2005, Valette, et al, Board Approved 4/22/2009</p> <p>Paso a Paso: Level 2 – 2nd Ed.: Prentice Hall 2000, Met, Sayers, Board Approved 4/9/2003</p> <p>?Ven Conmigo! Nuevas Vistas, 1 & 2: Holt Rinehart & Winston 2003, Ozete, Board Approved 8/13/1997</p> <p>Paso a Paso: Level 1 –2nd ed.: Prentice Hall 2000, Met, Sayers, Board Approved 5/8/2002</p> <p>Conexiones: Comunicación y Cultura – 2nd Ed.: Prentice Hall 2002, Zayas-Bazan , Board Approved 3/27/2002</p> <p>Abriendo Paso Lectura: Heinle & Heinle 1995, Diaz/Collins, Board Approved 11/19/1997</p> <p>Spanish B for the IB Diploma: Hodder Education 2012, Thacker and Bianchi, Board Approved 8/8/2012</p> <p>Larousse Concise Spanish-English Dictionary: Larousse Editorial 1999, Love, Blasco, Board Approved 5/22/2002</p> <p>Paso a Paso: Level 2 – 2nd Ed.: Prentice Hall 2000, Met, Sayers, 4/9/2003</p> <p>Bien Dit! - French 1: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012</p> <p>Bien Dit! - French 2: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012</p> <p>Bien Dit! – French3: Holt,Rinehart & Winston 2008, J. DeMado, et al, Board Approved 4/25/2012</p> <p>Discovering French Bleu (Level 1/Yr. 1): Heath/McDougal 2000, Vallette,et al</p> <p>Discovering French Blanc (Level 2/Yr.2): Heath/McDougal 1990, Vallette, et al</p> <p>Discovering French Rouge (Level 3/Yr. 3): Heath/McDougal, Valette, et al, Board Approved 6/25/1986</p> <p>Imaginez: le francais sans frontieres: Vista Higher Learning 2008, Mitschke, Cherie, Board Approved 10/24/2007</p> <p>Francais B Livre de l'etudiant: Pearson Baccalaureate 2011, Delvallee, Board Approved 8/8/2012</p> <p>Huanying (Mandarin IB SL): Cheng & Tsui 2010, Jiaying Howard & Lanting XU, Board Approved 7/27/2011</p> <p>Huanying: An Invitation to Chinese: Cheng & Tsui 2009, J. Howard & L.Xu, Board Approved 1/13/2010</p> <p>Zhongwen Tiandi: Chinese Link Simplified Character Version: Prentice Hall 2006, Wu, Yu, Zhang, Tian, Board Approved 6/25/2008"</p>	Yes	0%
Health	<p>"Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000</p> <p>7 Habits of Highly Effective Teens, The: Fireside/Simon & Schuster 1998, Covey, Board Approved 10/9/2002"</p>	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/16/22

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 on 12/31/2021 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.

Last updated: 2/16/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 2/16/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

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

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	417	222	53.2	46.8	4.5
Female	176	109	61.9	38.1	4.6
Male	240	113	47.1	52.9	4.4
American Indian or Alaska Native	5	2	40	60	50
Asian	16	11	68.8	31.3	0
Black or African American	14	6	42.9	57.1	0
Filipino	10	8	80	20	12.5
Hispanic or Latino	207	98	47.3	52.7	1.0
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	17	8	47.1	52.9	12.5
White	145	88	60.7	39.3	6.8
English Learners	39	11	28.2	71.8	0
Foster Youth	3	1	33.3	66.7	0
Homeless	2	1	50	50	0
Military	5	3	60	40	0
Socioeconomically Disadvantaged	132	53	40.2	59.8	0
Students Receiving Migrant Education Services	3	0	0	0	0
Students with Disabilities	69	19	27.5	72.5	0

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	417	234	56.1	43.9	9.4
Female	176	106	61.9	38.1	5.5
Male	240	125	52.1	47.9	12.8
American Indian or Alaska Native	5	3	60.0	40.0	33.3
Asian	16	11	68.8	31.3	27.3
Black or African American	14	9	64.3	35.7	11.1
Filipino	10	8	80	20	37.5
Hispanic or Latino	207	104	50.2	49.8	4.8
Native Hawaiian or Pacific Islander	2	1	50	50	0
Two or More Races	17	11	64.7	35.3	0
White	145	87	60	40	10.3
English Learners	39	11	28.2	71.8	0
Foster Youth	3	2	66.7	33.3	0
Homeless	2	1	50	50	0
Military	5	3	60	40	0
Socioeconomically Disadvantaged	132	64	48.5	51.5	6.3
Students Receiving Migrant Education Services	3	0	0	100	0
Students with Disabilities	69	18	26.1	73.9	0

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

Parents play a prominent role in the success of our school. Our School Site Council (SSC), which includes parent members, functions very effectively in overseeing school programs and a portion of the school budget. Our English Learners Advisory Committee (ELAC) helps English learners and their parents feel welcome at our school. Several booster clubs support sports, cheerleaders, and music. Our parent foundation, The Montgomery Education Foundation, oversees fund development for school programs and projects. Parents help with campus beautification, graduation, athletics, and many other needs. Our Athletic Booster Club is parent-driven and contributes in many ways to our athletic program. Our parents are wonderful and their active involvement is the key to a powerful school. To volunteer at our school, contact the principal's secretary at (707) 890-3830.

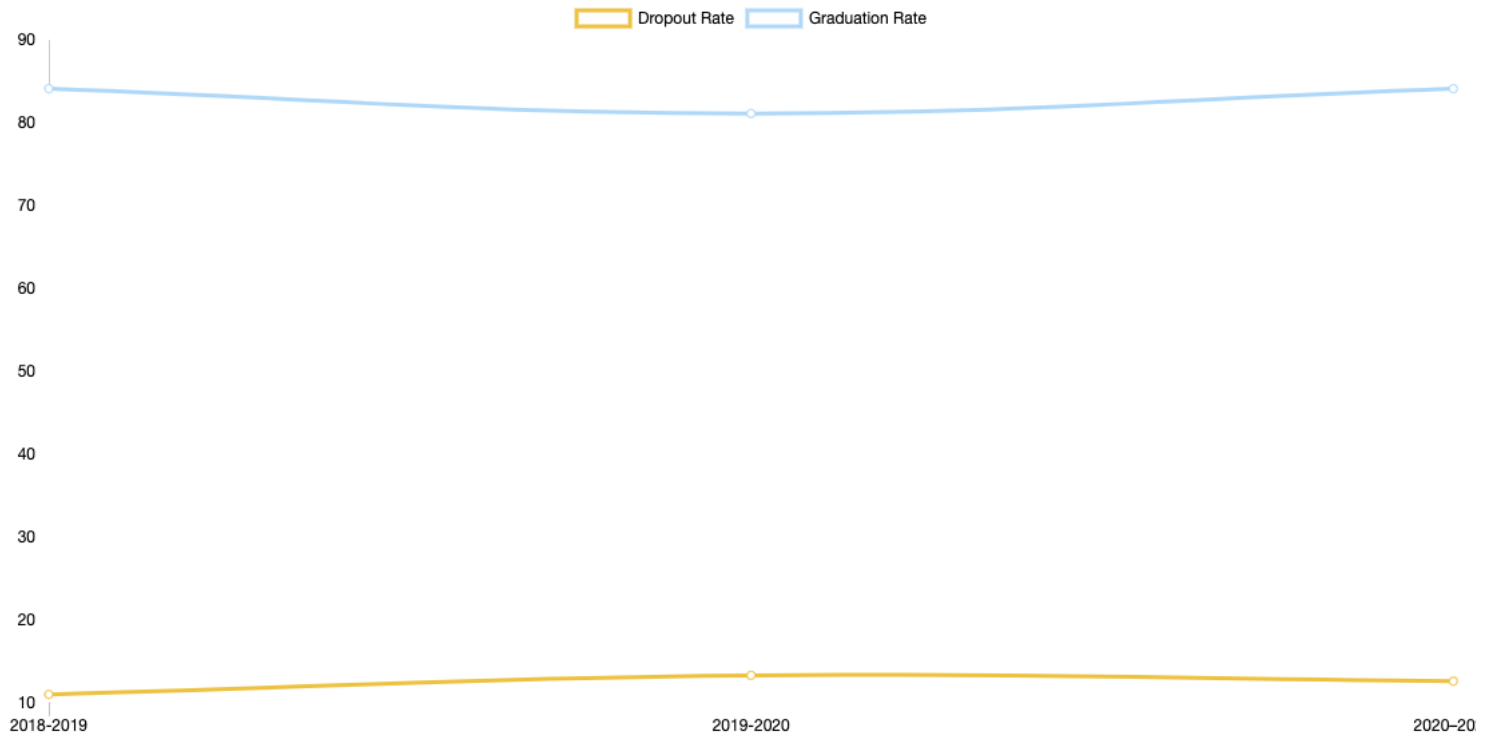
State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	11.00%	13.30%	12.60%	12.20%	9.90%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	84.10%	81.10%	84.10%	81.40%	84.30%	80.40%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	396	333	84.1
Female	195	167	85.6
Male	201	166	82.6
Non-Binary	0	0	0.0
American Indian or Alaska Native	16	13	82.6
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	176	145	82.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	168	145	86.3
English Learners	51	38	74.5
Foster Youth	--	--	--
Homeless	19	11	57.9
Socioeconomically Disadvantaged	205	162	79.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	62	47	75.8

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>.

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1682	1643	453	27.6
Female	769	753	177	23.5
Male	912	889	275	30.9
American Indian or Alaska Native	68	66	18	30.9
Asian	22	20	11	55.0
Black or African American	46	45	11	24.4
Filipino	28	28	7	25.0
Hispanic or Latino	857	838	258	30.8
Native Hawaiian or Pacific Islander	24	23	9	39.1
Two or More Races	49	46	12	26.1
White	588	577	127	22.0
English Learners	175	172	69	40.1
Foster Youth	16	15	8	53.3
Homeless	17	15	11	73.3
Socioeconomically Disadvantaged	800	783	282	36.0
Students Receiving Migrant Education Services	17	17	4	23.5
Students with Disabilities	275	271	103	38.0

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	5.89%	0.00%	7.15%	0.08%	3.47%	0.20%
Expulsions	0.11%	0.00%	0.07%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.41%	6.03%	2.45%
Expulsions	0.06%	0.11%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

Each spring our School Site Council (SSC) reviews our detailed safety plan. We also regularly review safety procedures at our monthly staff meetings and update them as needed. We work closely with the county emergency offices as we are part of the state and county emergency preparedness system. Students generally consider our campus safe. We conduct regular drills for fire, earthquake and lockdowns. We have an active anti-bullying awareness. We provide supervision throughout the day with campus supervisors, a student advisor and a school resource officer.

Last updated: 3/14/22

D. Other SARC information

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.30
Psychologist	1.50
Social Worker	0.00
Nurse	0.25
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 3/15/22

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7120.54	\$6712.92	\$407.62	\$84971.46
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

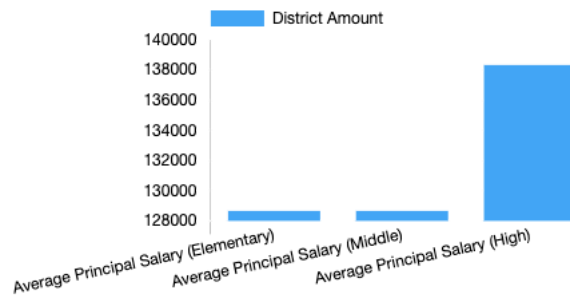
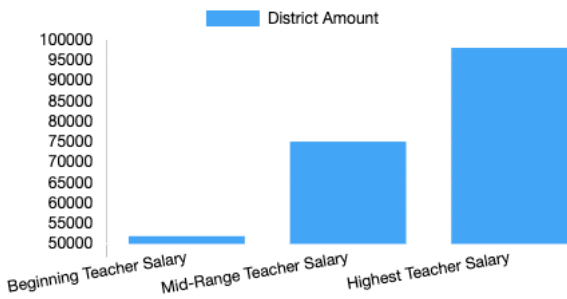
A variety of programs were funded through District, categorical, and other sources this past year. We use general funds for our Advancement Via Individual Determination (AVID) program which includes a class at each grade level to help support 1st generation college bound students. The English and math teachers are provided with District Professional Development to help align curriculum and plan common assessments for high achievement. We have categorical funding to provide our lowest-performing students with a more intensive English program and our English Language Learners benefit from small class sizes and rich professional development for the teachers, due to Economic Impact Aid resources. Our parent-driven Montgomery Education Foundation continues to grant teacher requests for projects which enrich the curriculum, and the Foundation is supporting technology acquisition throughout the school. English teachers implemented a motivational and real-life writing project for our non-university bound seniors, generously funded by the Montgomery Education Foundation. The District funded our credit recovery classes, which included after school classes for students who need to make up credits, and online classes in Cyber-High. We use site categorical funding (Title I) to provide after-school tutoring.

Last updated: 2/16/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51895.00	--
Mid-Range Teacher Salary	\$75057.00	--
Highest Teacher Salary	\$98021.00	--
Average Principal Salary (Elementary)	\$118974.00	--
Average Principal Salary (Middle)	\$128663.00	--
Average Principal Salary (High)	\$138329.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	

Addendum

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

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

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

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

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

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Inspect Broad Coverage - ELA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2690	55.2	44.8	12.1
Female	2322	1346	58	42	11.9
Male	2494	1332	53.4	56.6	12.2
American Indian or Alaska Native	34	13	38.2	61.8	7.7
Asian	246	169	68.7	31.3	28.4
Black or African American	105	58	55.2	44.8	10.3
Filipino	46	36	78.3	21.7	13.9
Hispanic or Latino	2484	1212	48.8	51.2	4.4
Native Hawaiian or Pacific Islander	35	12	34.3	65.7	0
Two or More Races	308	178	57.8	42.2	23
White	1562	1002	64.1	35.9	17
English Learners	542	199	36.7	63.3	0
Foster Youth	35	13	37.1	62.9	0
Homeless	38	12	31.6	68.4	0
Military	88	52	59.1	40.9	0
Socioeconomically Disadvantaged	1826	895	49.0	51.0	4.7
Students Receiving Migrant Education Services	66	22	33.3	66.7	9.1
Students with Disabilities	687	268	39.0	61.0	2.2

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Inspect Broad Coverage - Math
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	4876	2694	55.3	44.7	10.3
Female	2322	1337	57.6	42.4	9.4
Male	2494	1335	53.5	46.5	11.2
American Indian or Alaska Native	34	10	29.4	70.6	10.0
Asian	246	173	70.3	29.7	34.7
Black or African American	105	63	60.0	40	6.3
Filipino	46	38	82.6	17.4	26.3
Hispanic or Latino	2484	1257	50.6	49.4	3.3
Native Hawaiian or Pacific Islander	35	14	40	60	0
Two or More Races	308	181	58.8	41.2	14.4
White	1562	938	60.1	39.9	14.3
English Learners	542	236	43.5	56.5	0.4
Foster Youth	35	14	40.0	60	0
Homeless	38	11	28.9	71.1	0.0
Military	88	56	63.6	36.4	0
Socioeconomically Disadvantaged	1826	932	51.0	49.0	3.5
Students Receiving Migrant Education Services	66	23	34.8	65.2	4.3
Students with Disabilities	687	301	43.8	56.2	2.3

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

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 3/25/22