

**Montgomery High School**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 1250 Hahman Dr.  
Santa Rosa, CA , 95405-6934

**Principal:** Adam Paulson

**Phone:** 707-890-3830

**Grade Span:**

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 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.

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## About This School

### Adam Paulson

📍 Principal, Montgomery High School

### About Our School

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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

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

Phone: [707-890-3830](tel:707-890-3830)

Email: [apaulson@srcs.k12.ca.us](mailto:apaulson@srcs.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Santa Rosa High
<b>Phone Number</b>	707-890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://www.srcschools.org/">https://www.srcschools.org/</a>

### School Contact Information (School Year 2022–23)

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

Last updated: 2/2/23

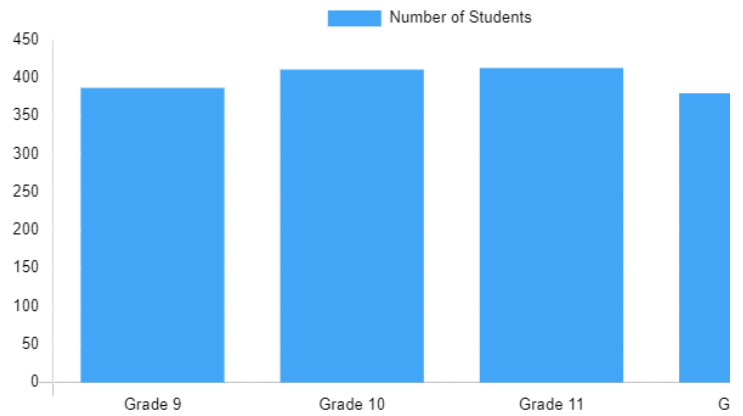
### **School Description and Mission Statement (School Year 2022–23)**

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: 2/2/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Grade 9	387
Grade 10	411
Grade 11	413
Grade 12	380
Total Enrollment	1591



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 2/2/23*

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	46.80%
Male	52.90%
Non-Binary	0.30%
American Indian or Alaska Native	1.30%
Asian	3.80%
Black or African American	3.20%
Filipino	1.80%
Hispanic or Latino	51.20%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	3.60%
White	33.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.10%
Foster Youth	0.70%
Homeless	0.60%
Migrant	0.80%
Socioeconomically Disadvantaged	39.20%
Students with Disabilities	17.50%

## 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

### Teacher Preparation and Placement (School Year 2020–21)

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)	56.10	74.99	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	3.30	4.49	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	3.45	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	1.04	15.20	3.09	12115.80	4.41
Unknown	11.90	16.00	50.80	10.33	18854.30	6.86
Total Teaching Positions	74.80	100.00	491.80	100.00	274759.10	100.00

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.

Last updated: 2/2/23

### Teacher Preparation and Placement (School Year 2021–22)

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						
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.

Last updated: 2/2/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	1.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.50	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.70	
Total Out-of-Field Teachers	0.70	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	

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

*Last updated: 1/11/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: December 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 Environmental 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%
Foreign Language	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	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Approved 6/25/1986 Imaginez: le francais sans frontieres: Vista Higher Learning 2008, Mitschke, Cherie, Board Approved 10/24/2007 Francais B Livre de l'etudiant: Pearson Bacculaureate 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		
Health	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	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: 2/2/23

## 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 12/31/2022 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: 2/2/23

## 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: December 2022

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

## Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/1/23

## 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	42%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	16%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	392	192	48.98	51.02	42.33
Female	182	81	44.51	55.49	51.85
Male	210	111	52.86	47.14	35.19
American Indian or Alaska Native	--	--	--	--	--
Asian	16	7	43.75	56.25	--
Black or African American	11	6	54.55	45.45	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	115	54.50	45.50	38.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	124	55	44.35	55.65	41.82
English Learners	24	9	37.50	62.50	--
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	169	84	49.70	50.30	37.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	20	34.48	65.52	10.53

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: 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.

*Last updated: 2/1/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	391	199	50.90	49.10	15.66
Female	182	80	43.96	56.04	13.92
Male	209	119	56.94	43.06	16.81
American Indian or Alaska Native	--	--	--	--	--
Asian	16	9	56.25	43.75	--
Black or African American	11	6	54.55	45.45	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	121	57.35	42.65	11.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	124	54	43.55	56.45	27.78
English Learners	24	6	25.00	75.00	--
Foster Youth	--	--	--	--	--
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	89	52.98	47.02	11.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	58	19	32.76	67.24	5.26

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the 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: 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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	NT	16.96	--		28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	736	342	46.47	53.53	16.96
Female	334	134	40.12	59.88	12.69
Male	402	208	51.74	48.26	19.71
American Indian or Alaska Native	14	2	--	85.71	--
Asian	32	22	68.75	31.25	22.73
Black or African American	23	11	47.83	52.17	0.00
Filipino	14	6	42.86	57.14	--
Hispanic or Latino	382	187	48.95	51.05	9.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	7	35.00	65.00	--
White	242	102	42.15	57.85	28.43
English Learners	53	17	32.08	67.92	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	14	7	50.00	50.00	--
Socioeconomically Disadvantaged	292	135	46.23	53.77	12.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	99	29	29.29	70.71	6.90

Note: Double dashes (--) appear in the 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.

*Last updated: 2/1/23*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.17%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	20.48%

*Last updated: 2/2/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7					
9	82.4%	84.2%	85.3%	85.5%	84.5%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

*Last updated: 2/1/23*

## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

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.

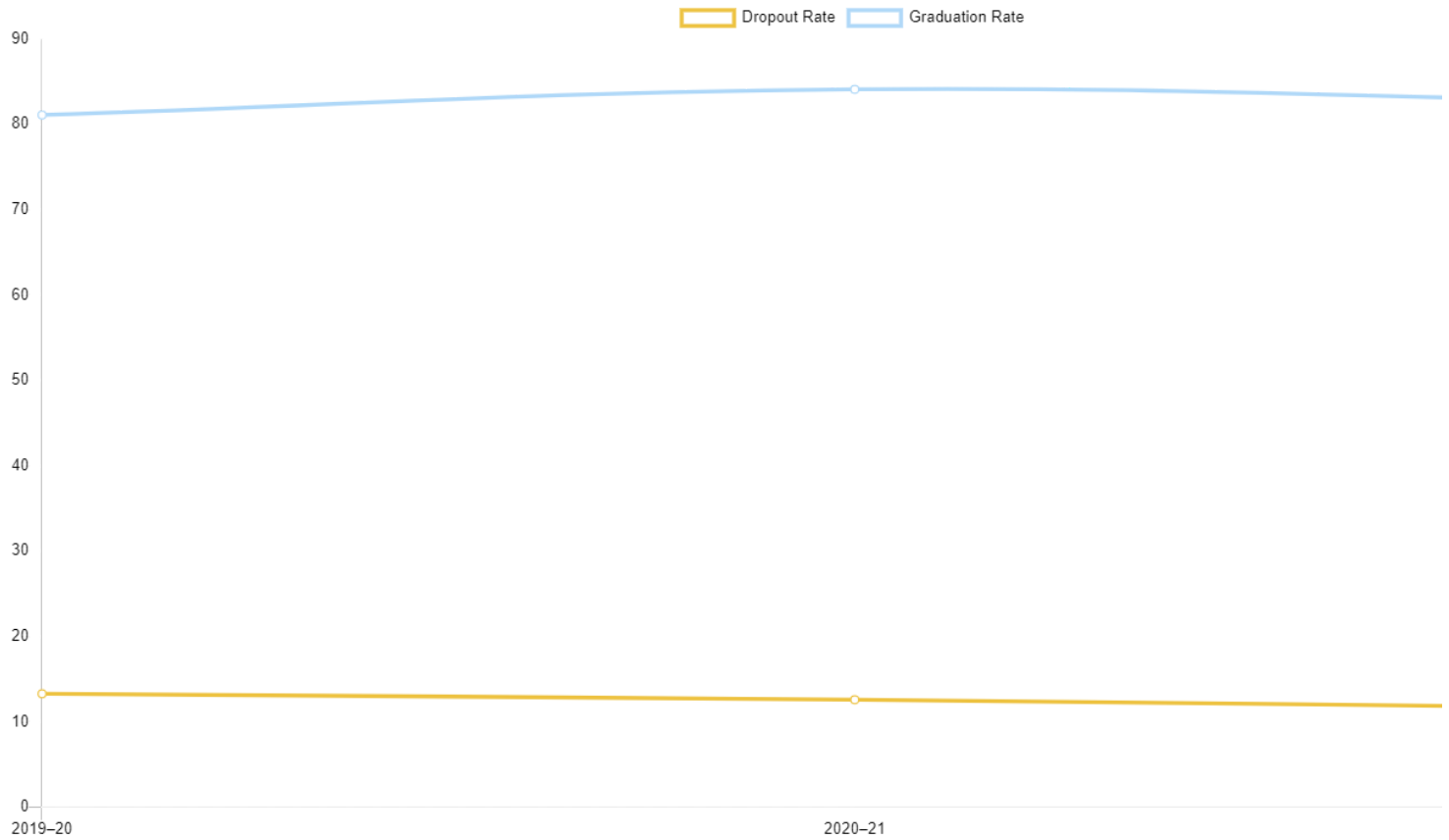
## State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	13.3%	12.6%	11.6%	9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate	81.1%	84.1%	82.6%	84.3%	80.4%	84.2%	84.2%	83.6%	87.0%



Last updated: 2/1/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	379	313	82.6
Female	165	142	86.1
Male	214	171	79.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	17	16	94.1
Black or African American	12	11	91.7
Filipino	--	--	--
Hispanic or Latino	191	144	75.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	130	116	89.2
English Learners	57	33	57.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	232	176	75.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	61	34	55.7

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: 2/1/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	1728	1652	520	31.5
Female	808	774	269	34.8
Male	914	872	249	28.6
American Indian or Alaska Native	21	21	8	38.1
Asian	65	63	8	12.7
Black or African American	53	53	18	34.0
Filipino	28	28	3	10.7
Hispanic or Latino	892	849	307	36.2
Native Hawaiian or Pacific Islander	20	19	6	31.6
Two or More Races	67	65	17	26.2
White	580	552	153	27.7
English Learners	173	167	75	44.9
Foster Youth	18	17	11	64.7
Homeless	12	10	7	70.0
Socioeconomically Disadvantaged	801	759	294	38.7
Students Receiving Migrant Education Services	12	12	6	50.0
Students with Disabilities	317	300	149	49.7

*Last updated: 2/1/23*

## 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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	4.41%	6.03%	2.45%
Expulsions	0.06%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

### Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	4.34%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	4.34	0.00
Female	4.46	0.00
Male	4.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.08	0.00
Asian	4.76	0.00
Black or African American	3.77	0.00
Filipino	3.57	0.00
Hispanic or Latino	5.27	0.00
Native Hawaiian or Pacific Islander	5.00	0.00
Two or More Races	2.99	0.00
White	3.28	0.00
English Learners	6.36	0.00
Foster Youth	16.67	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.26	0.00

*Last updated: 2/1/23*

**School Safety Plan (School Year 2022–23)**

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: 2/1/23*

## 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	48	32	16
Mathematics	23.00	19	38	7
Science	25.00	11	33	5
Social Science	25.00	11	25	17

\* Number of classes indicates how many classrooms 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	45	33	15
Mathematics	21.00	26	35	5
Science	24.00	13	29	4
Social Science	25.00	14	19	20

\* Number of classes indicates how many classrooms 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	80	32	7
Mathematics	16.00	51	28	9
Science	19.00	28	32	4
Social Science	18.00	36	23	14

\* Number of classes indicates how many classrooms 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.

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	227.29

\* 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.

*Last updated: 2/2/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.50
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.00

\* 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.

*Last updated: 2/2/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13319.00	\$4195.00	\$9124.00	\$104272.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/3/23*

**Types of Services Funded (Fiscal Year 2021–22)**

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.

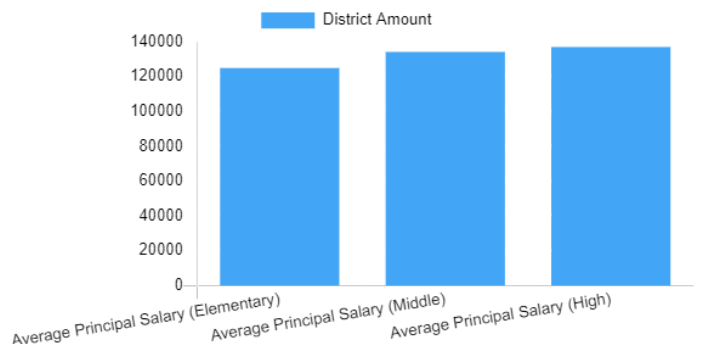
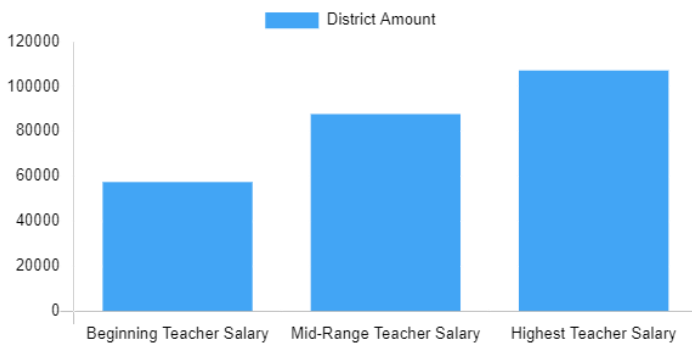
The District funded our credit recovery classes, which included after school classes for students who need to make up credits, and online classes in Cyber-High. We use site categorical funding (Title I) to provide after-school tutoring.

*Last updated: 2/2/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

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



*Last updated: 2/2/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	3
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	5.00%

\* Where there are student course enrollments of at least one student.

*Last updated: 2/1/23*

**Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	8	3	3

*Last updated: 2/1/23*