

Montgomery High
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

About This School

April Santos, Principal

Principal, Montgomery High

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

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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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 2023–24)

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

Last updated: 1/31/24

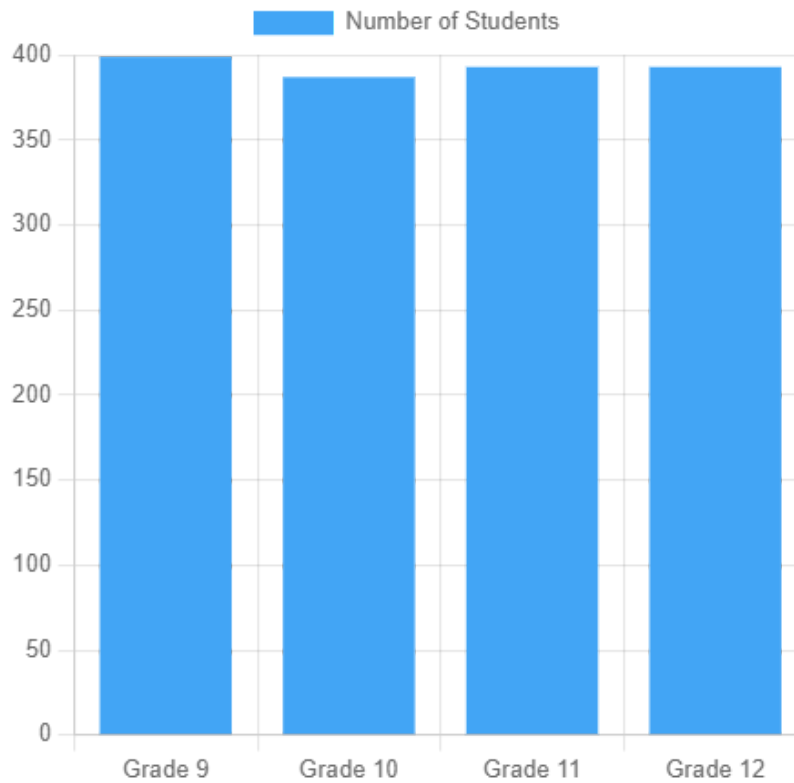
School Description and Mission Statement (School Year 2023–24)

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: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	399
Grade 10	387
Grade 11	393
Grade 12	393
Total Enrollment	1572



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	52.70%
Non-Binary	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	9.40%
Foster Youth	0.30%
Homeless	0.70%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.00%
Asian	3.50%
Black or African American	3.10%
Filipino	1.70%
Hispanic or Latino	53.60%
Native Hawaiian or Pacific Islander	1.40%
Two or More Races	4.40%
White	31.40%

Student Group (Other)	Percent of Total Enrollment
Migrant	1.60%
Socioeconomically Disadvantaged	48.30%
Students with Disabilities	18.20%

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/Incomplete/NA	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: 1/31/24

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)	54.30	75.24%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.80	1.15%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	6.36%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.60	6.45%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	7.70	10.77%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	72.20	100.00%	459.20	100.00%	279044.80	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: 1/31/24

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	1.00	0.00
Misassignments	1.50	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.50	4.50

Last updated: 11/2/23

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	1.40
Local Assignment Options	0.70	3.20
Total Out-of-Field Teachers	0.70	4.60

Last updated: 11/2/23

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%	7.8%
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%	0.9%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2015, Kanold, Board Approved 1/24/2018 CA Integrated Math 3: HMH 2015, Kanold, Board Approved 1/24/2018 Statistical Reasoning in Sports 9781319304843		
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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Imaginez: le francais sans frontiers: 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>		
Health	<p>Health: Making Life Choices: West Educ. 1999, Sizer-Webb, et al, Board Approved 4/19/2000</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	7 Habits of Highly Effective Teens, The: Fireside/Simon & Schuster 1998, Covey, Board Approved 10/9/2002		
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

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 12/31/23 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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 2024

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 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	42%	43%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	16%	21%	25%	24%	33%	34%

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/31/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	289	76.66%	23.34%	43.21%
Female	165	124	75.15%	24.85%	42.98%
Male	210	165	78.57%	21.43%	43.40%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24%	11.76%	64.29%
Black or African American	11	10	90.91%	9.09%	--
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	206	149	72.33%	27.67%	33.79%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	118	97	82.20%	17.80%	59.57%
English Learners	44	31	70.45%	29.55%	3.57%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	189	140	74.07%	25.93%	31.85%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	42	58.33%	41.67%	12.50%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	280	74.07%	25.93%	20.69%
Female	165	119	72.12%	27.88%	15.74%
Male	211	161	76.30%	23.70%	24.18%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	13	76.47%	23.53%	27.27%
Black or African American	11	9	81.82%	18.18%	--
Filipino	--	--	--	--	--
Hispanic or Latino	206	151	73.30%	26.70%	13.79%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	119	88	73.95%	26.05%	34.18%
English Learners	44	33	75.00%	25.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	189	137	72.49%	27.51%	11.54%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	40	55.56%	44.44%	0.00%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	16.96%	18.83%	26.52%	24.05%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/31/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	753	545	72.38%	27.62%	18.82%
Female	340	234	68.82%	31.18%	13.96%
Male	408	308	75.49%	24.51%	21.93%
American Indian or Alaska Native	12	6	--	50.00%	--
Asian	33	26	78.79%	21.21%	29.17%
Black or African American	23	19	82.61%	17.39%	10.53%
Filipino	12	8	66.67%	33.33%	--
Hispanic or Latino	408	301	73.77%	26.23%	10.81%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	10	58.82%	41.18%	--
White	238	169	71.01%	28.99%	32.28%
English Learners	63	45	71.43%	28.57%	0.00%
Foster Youth	--	--	--	--	--
Homeless	13	9	69.23%	30.77%	--
Military	16	13	81.25%	18.75%	8.33%
Socioeconomically Disadvantaged	365	267	73.15%	26.85%	11.15%
Students Receiving Migrant Education Services	14	12	85.71%	14.29%	0.00%
Students with Disabilities	124	72	58.06%	41.94%	7.04%

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.

Last updated: 1/31/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	374
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.54%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.58%

Last updated: 1/31/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	88.22%	90.23%	90.48%	89.22%	90.73%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/31/24

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 2023–24)

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

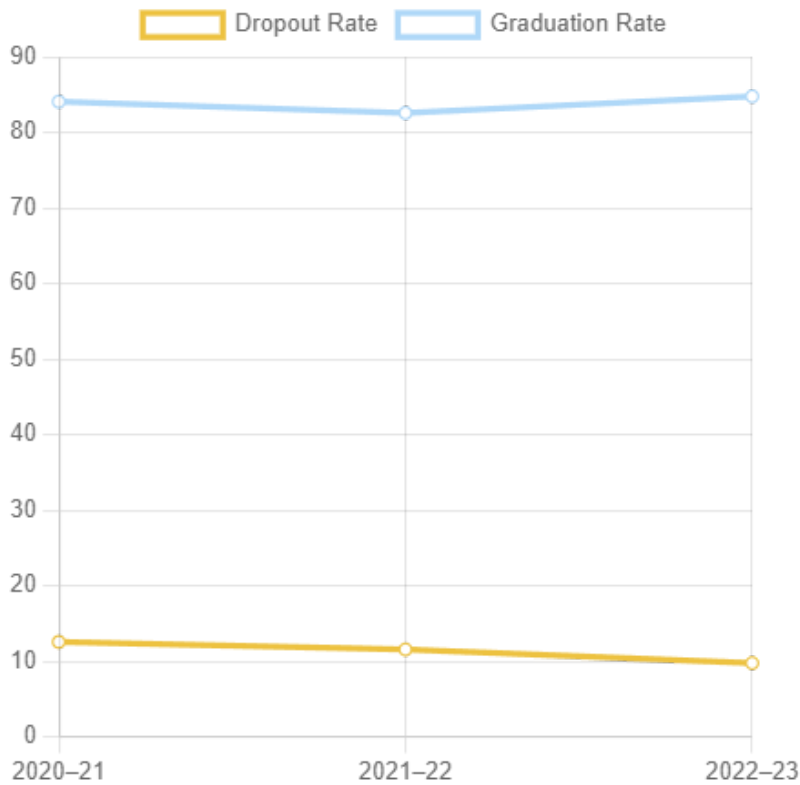
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	12.6%	11.6%	9.8%	14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate	84.1%	82.6%	84.8%	80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

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



Last updated: 1/31/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	389	330	84.8%
Female	183	161	88.0%
Male	203	166	81.8%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	15	15	100.0%
Black or African American	12	9	75.0%
Filipino	--	--	--
Hispanic or Latino	211	177	83.9%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	122	106	86.9%
English Learners	44	28	63.6%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	261	207	79.3%
Students Receiving Migrant Education Services	11	6	54.5%
Students with Disabilities	60	29	48.3%

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 student population is ten or fewer.

Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1662	1624	539	33.2%
Female	780	760	265	34.9%
Male	873	855	271	31.7%
Non-Binary	9	9	3	33.3%
American Indian or Alaska Native	15	14	6	42.9%
Asian	58	58	7	12.1%
Black or African American	53	51	17	33.3%
Filipino	26	26	3	11.5%
Hispanic or Latino	896	877	328	37.4%
Native Hawaiian or Pacific Islander	23	23	12	52.2%
Two or More Races	73	71	24	33.8%
White	518	504	142	28.2%
English Learners	173	169	71	42.0%
Foster Youth	11	9	5	55.6%
Homeless	20	20	12	60.0%
Socioeconomically Disadvantaged	876	853	342	40.1%
Students Receiving Migrant Education Services	29	29	14	48.3%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	321	313	154	49.2%

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

Last updated: 1/31/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	4.34%	8.42%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.06%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

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.

Last updated: 1/31/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.42%	0.06%
Female	6.79%	0.00%
Male	9.85%	0.11%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	6.67%	0.00%
Asian	1.72%	0.00%
Black or African American	18.87%	0.00%
Filipino	3.85%	0.00%
Hispanic or Latino	10.38%	0.11%
Native Hawaiian or Pacific Islander	13.04%	0.00%
Two or More Races	5.48%	0.00%
White	5.21%	0.00%
English Learners	13.87%	0.00%
Foster Youth	9.09%	0.00%
Homeless	10.00%	0.00%
Socioeconomically Disadvantaged	10.62%	0.00%
Students Receiving Migrant Education Services	6.90%	0.00%
Students with Disabilities	10.59%	0.31%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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: 1/31/24

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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	50	30	14
Mathematics	21.00	27	39	4
Science	24.00	14	35	2
Social Science	23.00	21	17	16

* 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.

Last updated: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	224.57

* 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: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.10
Social Worker	
Nurse	0.40

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	1.00

* 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: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14830.00	\$4421.00	\$10409.00	\$100540.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

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.

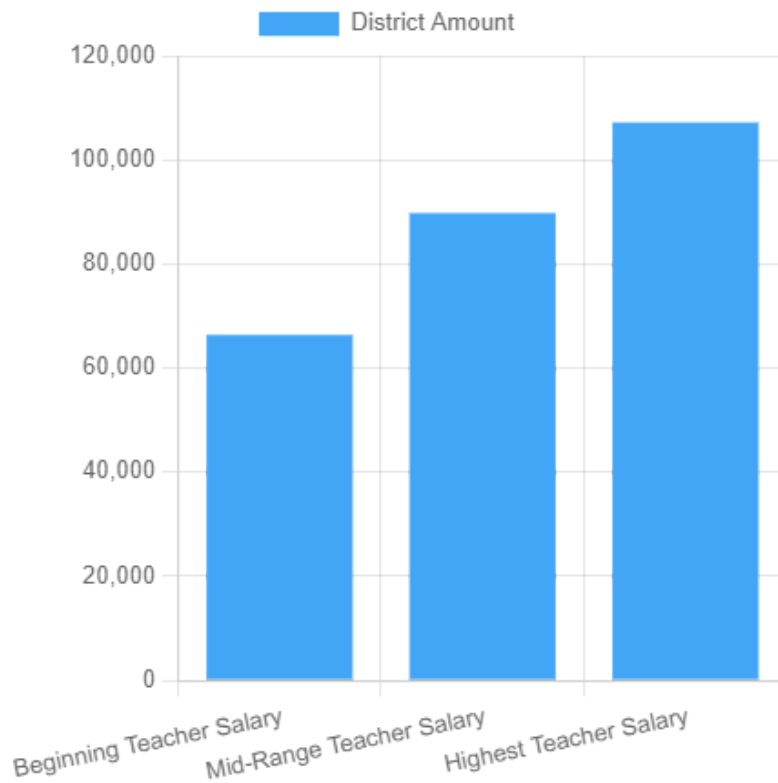
Last updated: 1/31/24

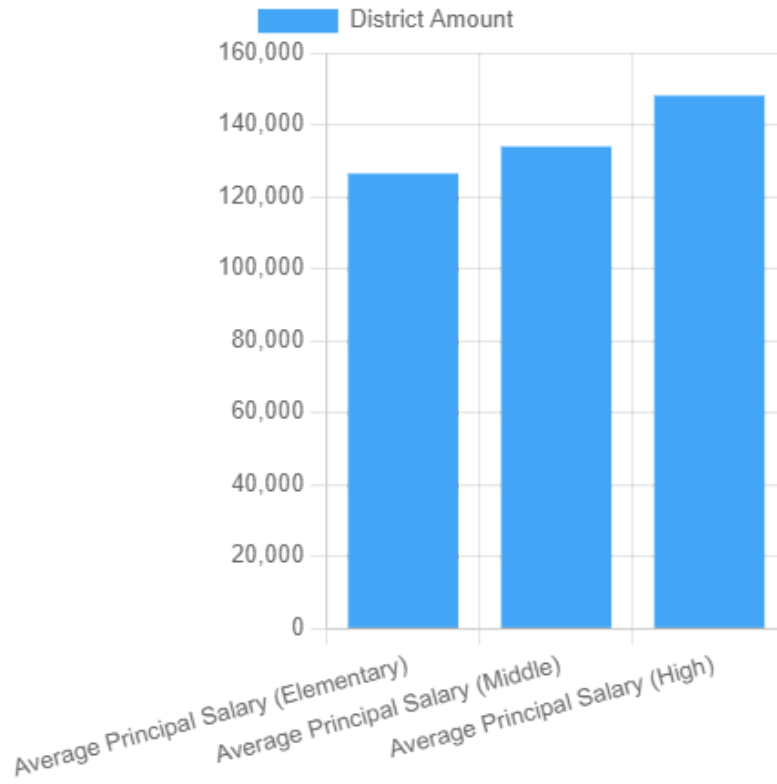
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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





Last updated: 1/31/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 2.6 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered*	2

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

*Last updated: 1/31/24***Professional Development**

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 1/31/24