

Montgomery High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Montgomery High School
Street	1250 Hahman Dr.
City, State, Zip	Santa Rosa, CA 95405
Phone Number	(707) 890-3830
Principal	April Santos
Email Address	ASantos@srcs.k12.ca.us
School Website	https://mhs.srcschools.org/
Grade Span	9-12
County-District-School (CDS) Code	49709204934154

2024-25 District Contact Information

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Dr. Daisy Morales
Email Address	dmorales@srcs.k12.ca.us
District Website	www.srcschools.org

2024-25 School Description and Mission Statement

Montgomery High School (MHS) prepares all students for success by offering a safe and supportive learning environment that encourages students to become inquiring, knowledgeable, expressive, and caring life-long learners. As a High school with expansive Visual and Performing Arts (VAPA) and Career and Technical Education (CTE) programs, MHS nurtures creativity, critical thinking, and self-awareness. Our students grow into respectful, thoughtful individuals who contribute to our community and the world with intercultural awareness, respect for diversity, and a recognition of the dignity of all people.

Montgomery High School is proud to be an International Baccalaureate (IB) institution, one of just 2,300 schools worldwide

2024-25 School Description and Mission Statement

offering this rigorous educational program. The IB mission aligns with our goal of developing internationally minded individuals who, recognizing their shared humanity and responsibility to the planet, work towards creating a more peaceful and just world. Montgomery is also an AVID (Advancement Via Individual Determination) school, providing students with the skills and support needed for college and career success. The AVID program emphasizes academic preparedness, time management, and critical thinking while fostering a strong sense of mentorship and peer support. The IB and AVID programs reflect our commitment to academic rigor, personal growth, and the development of compassionate, globally aware students. Along with our educational offerings, we continue a tradition of excellence in athletics and active student involvement in the community. At Montgomery, we focus on building relationships, promoting relevance, and fostering responsibility, ensuring every student is challenged to reach their highest potential.

We proudly call ourselves the Viking Family, where every student finds a sense of belonging and is empowered to reach their highest potential.

Vision:
Montgomery High School prepares all students for success by providing a safe learning environment that challenges students to become inquiring, knowledgeable, expressive, and caring lifelong 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.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	372
Grade 10	367
Grade 11	355
Grade 12	339
Total Enrollment	1,433

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54
Non-Binary	0.4
American Indian or Alaska Native	0.5
Asian	3.1
Black or African American	2.9
Filipino	1.4
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	2
Two or More Races	5
White	30.4
English Learners	12.1
Foster Youth	0.4
Homeless	1
Migrant	1.5
Socioeconomically Disadvantaged	47.8
Students with Disabilities	19.1

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.70	81.31	409.90	82.49	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	0.71	8.80	1.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	7.71	21.30	4.29	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	6.35	22.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	3.00	3.89	33.90	6.84	14303.80	5.15
Total Teaching Positions	77.10	100.00	496.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	1.9
Misassignments	1.50	4.50	3.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.50	4.50	5.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.40	1.5
Local Assignment Options	0.70	3.20	3.3
Total Out-of-Field Teachers	0.70	4.60	4.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.20	7.8	7.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	0.9	1.6

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

NA

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 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	Yes	0

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

	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	N/A		0

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

September 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	42	38	39	46	47
Mathematics (grades 3-8 and 11)	21	25	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	295	87.54	12.46	42.32
Female	166	143	86.14	13.86	55.32
Male	169	151	89.35	10.65	30.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	134	83.75	16.25	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	19	86.36	13.64	52.63
White	128	119	92.97	7.03	54.24
English Learners	28	17	60.71	39.29	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	97	82.91	17.09	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	59	80.82	19.18	5.08

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	288	85.46	14.54	24.65
Female	166	138	83.13	16.87	27.54
Male	169	149	88.17	11.83	22.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	132	82.50	17.50	11.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	18	81.82	18.18	22.22
White	128	116	90.63	9.37	39.66
English Learners	28	16	57.14	42.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	94	80.34	19.66	13.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	59	80.82	19.18	6.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.83	26.75	24.05	25.17	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	683	605	88.58	11.42	26.75
Female	320	281	87.81	12.19	22.51
Male	362	323	89.23	10.77	30.48
American Indian or Alaska Native	--	--	--	--	--
Asian	23	22	95.65	4.35	20.00
Black or African American	19	16	84.21	15.79	12.50
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	343	307	89.50	10.50	17.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	25	80.65	19.35	40.00
White	239	209	87.45	12.55	41.92
English Learners	66	57	86.36	13.64	0.00
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47	23.53	0.00
Military	14	14	100.00	0.00	38.46
Socioeconomically Disadvantaged	226	196	86.73	13.27	12.95
Students Receiving Migrant Education Services	12	11	91.67	8.33	0.00
Students with Disabilities	140	112	80.00	20.00	9.09

2023-24 Career Technical Education Programs

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

- Business
- Green Construction
- Patient Care
- Design, Visual and Media Arts

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	261
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.67
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	42.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	86.02%	85.09%	88.20%	87.89%	90.06%

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.

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	11.6	9.8	11.9	11.5	12.5	9.8	7.8	8.2	8.9
Graduation Rate	82.6	84.8	82.2	84.2	82.6	86.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	337	277	82.2
Female	143	126	88.1
Male	193	151	78.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	15	93.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	174	134	77.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	112	97	86.6
English Learners	58	41	70.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	237	187	78.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	76	45	59.2

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1512	1487	416	28.0
Female	688	680	194	28.5
Male	817	800	218	27.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	47	6	12.8
Black or African American	45	45	10	22.2
Filipino	21	21	1	4.8
Hispanic or Latino	840	820	270	32.9
Native Hawaiian or Pacific Islander	30	29	8	27.6
Two or More Races	74	72	14	19.4
White	447	446	103	23.1
English Learners	208	201	76	37.8
Foster Youth	--	--	--	--
Homeless	33	29	11	37.9
Socioeconomically Disadvantaged	885	866	290	33.5
Students Receiving Migrant Education Services	25	24	9	37.5
Students with Disabilities	310	302	126	41.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.34	8.42	7.21	6.4	10.12	7.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.06	0.46	0.05	0.21	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.21	0.46
Female	5.09	0.15
Male	9.06	0.73
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.13	0.00
Black or African American	4.44	0.00
Filipino	4.76	0.00
Hispanic or Latino	8.45	0.71
Native Hawaiian or Pacific Islander	10.00	0.00
Two or More Races	6.76	0.00
White	5.59	0.22
English Learners	11.54	0.48
Foster Youth	0.00	0.00
Homeless	6.06	3.03
Socioeconomically Disadvantaged	9.60	0.79
Students Receiving Migrant Education Services	4.00	4.00
Students with Disabilities	12.26	0.32

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

2024-25 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled

2024-25 School Safety Plan

access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Each spring, our School Site Council (SSC) reviews and updates our comprehensive safety plan to ensure the well-being of all students. Safety procedures are regularly reviewed during monthly staff meetings, with updates implemented as needed. As part of the state and county emergency preparedness system, we collaborate closely with local emergency offices to maintain a high safety standard. Students generally regard our campus as safe, and we conduct regular fire, earthquake, and lockdown drills to stay prepared. Our active anti-bullying awareness program further promotes a positive and secure atmosphere. Campus supervisors, student safety advisors, and site administration supervise daily to ensure student safety. Additionally, our restorative specialists are available to support conflict resolution and promote a culture of understanding and respect on campus. Together, these efforts reflect our strong commitment to maintaining a safe and supportive school environment.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	80	32	7
Mathematics	16	51	28	9
Science	19	28	32	4
Social Science	18	36	23	14

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	204.71

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,856.32	\$5,977.31	\$9,879.01	\$94,396.29
District	N/A	N/A	\$94,861.69	
Percent Difference - School Site and District	N/A	N/A	-162.3	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-8.6	

Fiscal Year 2023-24 Types of Services Funded

This past year, various programs were funded through District, categorical, and other sources, helping us provide essential support for students and staff. Our general funds support the Advancement Via Individual Determination (AVID) program, which offers a class at each grade level to assist first-generation college-bound students in reaching their academic goals. Additionally, our English and math teachers benefit from District-provided professional development, allowing them to align curriculum and plan common assessments that promote high achievement across these core subjects.

Categorical funding helps us offer more intensive English programs to our lowest-performing students, while our English Language Learners (ELLs) enjoy the advantages of smaller class sizes and specialized teacher training, thanks to Economic Impact Aid resources.

Our parent-driven Montgomery Education Foundation continues to enrich the curriculum by granting teacher requests for innovative projects and supporting technology acquisition across the school. One standout initiative is a motivational, real-life writing project for non-university-bound seniors generously funded by the Foundation.

Fiscal Year 2023-24 Types of Services Funded

In terms of credit recovery, the District has provided funding for after-school classes and online courses via Cyber-High, allowing students who need to make up credits the opportunity to stay on track. We also use site categorical funding (Title I) to offer after-school tutoring, ensuring all students have the support they need to succeed.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	5.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

District Level Professional Development:

Secondary department chairs participate in quarterly meetings to discuss curriculum and instructional practices, analyze data, build districtwide coherence around instructional practices, and receive professional learning on equity based strategies to increase academic achievement for all students. The district offers opportunities for staff to engage in Ethnic Studies professional development at three levels: Ethnic Studies 1.0, 2.0 and 3.0. Math Redesign professional learning focused on building district-wide coherence in grades Elementary -12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts included professional learning support to sites and leaders with a focus on implementation of the New California Math Framework. Wellness and Engagement staff provide professional development to site Restorative staff and School Safety Advisors. Opportunities to be part of a collaborative focusing on supporting the needs of our multilingual learners is offered multiple times throughout the year.

Secondary Principals participate in Instructional Rounds of professional development five times a year. Vice Principals participate in professional learning specific to their roles and responsibilities, equity, master schedule, instructional leadership, SRCS Mission, Vision, and Priorities, data analysis for improving schools, using data in support of an aligned assessment system, supervision and evaluation, along with specific district and site based programs and initiatives. All instructional administrators participate monthly in professional development on topics ranging from Essential 5, Incident Command, Data Protocols, and Differentiated Instruction.

The district offers 2 full days of professional development for all Classified and Certificated staff.

Site Specific Professional Development:

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	4