

# Montgomery Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Montgomery Middle School
<b>Street</b>	1051 Picador Blvd
<b>City, State, Zip</b>	San Diego, CA, 92154-3548
<b>Phone Number</b>	619-662-8200
<b>Principal</b>	Mark Patterson
<b>Email Address</b>	mark.patterson@sweetwaterschools.org
<b>School Website</b>	mom.sweetwaterschools.org
<b>County-District-School (CDS) Code</b>	37684116070890

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Moises Aguirre, Ed.D.
<b>Email Address</b>	moises.aguirre@sweetwaterschools.org
<b>District Website</b>	www.sweetwaterschools.org/

## 2023-24 School Description and Mission Statement

Mission/Vision- Montgomery Middle School's Mission Statement

Our mission is to discover and cultivate our strengths to create a Mayan family rooted in trust, empathy, responsibility, and resilience which will lead to academic and personal success for each student.

Montgomery Middle School is located in the southwest region of San Diego County serving the Otay Mesa community. Our

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staff proudly instructs and assists 756 students in grades 7th and 8th. We take great pride in educating and nurturing our students throughout this critical two year span, while preparing them for high school, college, career and beyond. Our mission is to discover and cultivate our strengths to create and Mayan Family rooted in trust, empathy, responsibility, and resilience which will lead to academic and personal success for each student. Our Action Plan outlines the identified actions and services that will help meet the needs of all of our students. Through a Stakeholder Engagement process, we took input from students, staff, and our community to align District and State priorities with our own specific site needs using data and measurable outcomes. Our Strong Academics, Strong Relationships and School Culture, Strong Parent and Community Engagement and Strong Systems make it Great to be a Mayan at Montgomery Middle!

### Goal 1: Strong Academics--Teaching and Learning

Montgomery Middle prides itself in ensuring excellence in teaching and learning so each student is prepared to succeed in college and career.

We currently employ 39 certificated teachers and 30 classified staff. Many of our programs support the specific needs of GATE identified students, students with disabilities, low income, foster youth, homeless youth and English learners. We provide training and support through weekly Professional Learning Communities, technology workshops, District facilitated trainings, faculty meetings, department pullouts, in-service days, school instructional leadership team and specialty trainings that supports content, instructional practices and the English Language Arts and English Language Development framework.

In supporting our teachers with providing best first instruction, our Professional Development and Instructional Plan is focused on providing support with planning, implementing, and sharing of structured student interactions. The collaborative spirit of our departments and staff are highlighted within our Professional Learning Communities. Led by teacher leaders and supported by the entire staff, these groups collaborate to plan for common pacing guides, common formative assessments, and instructional strategies. PLC's also analyze student data and outcomes to best predict what students will need. Common Core Standards, Next Generation Science Standards, along with English Language Arts and English Language Development frameworks guide our work and practices. This school year, led by our Assistant Principals, we are meeting with teacher PLC leads and resource teachers to build leadership capacity and support for PLC work. During the 22-23 academic year, all core content area teachers participated in professional development provided by West Ed that focused on effective PLC practices, common assessments, and Depth of Knowledge. Our continued commitment to improve literacy is done school-wide through the use of Achieve 3000 and AVID WICOR strategies while collaborating usage in all subject areas. In addition, our AVID and AVID Excel programs provide students access to experiences, skills, and mindset to make going to college an active goal. Study strategies, peer tutorials, along with mentoring from college tutors provide students with the tools needed to succeed on a pathway towards college enrollment. Field trips and collaboration experiences allow for students to see the reality that college affords them. Data shows that AVID students earn a higher average GPA than those not taking the course.

Technology and 21st century skills play an important role at Montgomery Middle in the support of teaching and learning. Each student is issued an iPad and our teachers utilize a variety of platforms such as Google Classroom to further develop their technology and digital citizenship skills. Our classrooms are rich in educational experiences where students use technology to create, collaborate, and exhibit learning with skills that will serve them in high school, college, and the workforce.

Through additional supplemental funding, our students are able to take advantage of teachers and college tutors in our after-school tutoring MAGIC Center, as well as within the school day in designated classes. These tutors assist with classwork, homework, study skills, and prove to be wonderful role models. The program is mirrored at Montgomery High School with many of the tutors working at both sites. We will be looking at other grant opportunities, Title I funding, and District supplemental money to increase the amount of tutors in our classrooms.

As an Administrative team, we are working to improve our support to teaching and learning through the impact of walkthrough observations. Our work initiates with increasing the consistency and quantity of our classroom observations. Through collaboration with teachers the focus will develop the quality of our support and feedback. This plan's focus is primarily on improving teaching and learning but will also have a large impact on several other factors that affect student success.

Goal 2: Strong Relationships and School Culture--Culture and Climate: Montgomery Middle creates a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence through strong relationships.

At Montgomery Middle School, we focus on helping each staff and student discover and cultivate their talents and focus on their strengths rather than their deficiencies. Using Gallup's Strength Explorer assessment, students and staff members at Montgomery Middle identify their top strengths. Every adult and student on campus focuses their strengths so that they can reach their goals and become the best versions of themselves! We are passionate in our belief that each student has unlimited potential. We help young people discover their natural talents and turn those talents into strengths. Our Strengths Based Program has given us a common language in which to build positive relationships in teaching and learning across campus.

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School activities and culture will further support this growth mindset. Everyday begins with a morning advisory period, where students learn more about their strengths and apply them in their content area classes. Students also participate in Strengths Camp, Schoolwide Strengths Days, and team building with strengths. Ultimately, staff and students will understand how their strengths will help them build relationships, set and achieve their academic and personal goals, and develop empathy in a safe and caring environment. This year, we are conducting our second annual Strengths Portfolio Night, where students will present their strengths journey and how they can continue to apply them in high school and beyond.

We are also continuing our strengths-based approach with parents and the community through their inclusion of activities at various community and site events.

In creating a safe and healthy environment to support student success we address both the physical and mental needs of our students. We employ two Assistant Principals, two counselors, a school nurse, school psychologist, two campus assistants, Community Relations Facilitator, and a Community Resource Center. Safety drills are held quarterly to prepare for fires, evacuations, lockdowns, heightened security, earthquakes, and reunification. Our counselors and staff are highly trained in assessing student's social emotional needs and even better at utilizing agencies such as our own Community Resource Center to connect families to assistance. Our counselors also facilitate groups for students who may struggle with various challenges such as anxiety and grief. Besides group counseling, they incorporate art and gardening therapy to help ease some of these challenges. Our counselors have also created an online wellness website that students can access at anytime with resources for social-emotional support.

In serving students from the ages of 11 – 14 we understand our responsibility in helping them deal with the many social and emotional changes that occur during their time in middle school. At Montgomery Middle, we pride ourselves in promoting a Mayan Family environment where we take care of each other. Our school is broken down into 4 teams, two 7th grade and two 8th grade, where every student is specifically placed in an Advisory period that becomes their home base or family. Through Advisory, our students are taught social emotional lessons, digital citizenship, the appropriateness of being a student, academic expectations and fun advisory competitions. Additional programs such WEB (Where Everyone Belongs), ASB, SST (Student Study Team), Strength Leaders, various school clubs and our after school program Club Maya also help students feel a sense of pride and belonging to Montgomery Middle School.

Club Maya, our before and after school program, provides students with experiences that enhance the learning and social environment. Our sports programs within Club Maya build pride, self-esteem, and responsibility within participants. High interest clubs allow students to express their talents in ways that are not always possible within the normal school day. Field trips and collaboration meetings with other schools give our students new experiences to broaden and brighten their future.

**Goal 3: Strong Parent and Community Relationships--Parent Engagement:** Foster and honor parent/guardian and community engagement to support excellence in each student's success.

Montgomery Middle School welcomes all parents and actively recruits parent volunteers on our campus. Our Community Relations Facilitator and Coordinated Integrated Services Teacher recruit parents to supervise, assist with activities, prepare materials, and most importantly give input in fostering parent and community engagement. Our parent volunteer program is one of the most successful and active programs in the district and every year we increase our parent numbers. The Parent Center and CIS office serves as a home base for parents to collaborate with our school staff as well as access many support services.

We utilize a variety of methods to reach our parents and community. Parent contacts are made through school-wide meetings and through multi-media connections such as personal phone calls, texting, email, website, Instagram, Twitter, Facebook, and postal service. Our families are offered a voice through school meetings such as Open House, Coffee with Principal, College and Career Night, School Site Council, Title I, and the English Learner Advisory to name a few opportunities. These meetings allow parents to gain an insight to our academic practices, safe and positive school culture and our Strength Based program. This year, parent volunteers are assisting in the planning of our first annual Posada and Mariachi Night. Besides parent meetings, we seek and use parental feedback to assist in completing our Single Plan for Student Achievement through our Parent Needs Assessment survey. To supplement our on site events, meetings, and trainings we are continuing to increase our use of technology to bridge any communication gaps. Through our website we post resources such as video tutorials to assist in accessing grades, presentations on academic requirements, and information on upcoming events. Next steps include having on site and online meetings simultaneously using platforms such as Zoom for parents to access meetings and resources.

In building strong relationships and cultivating strengths with our parents, we have started a parent book club, where we read the book, Strengths Based Parenting: Developing Your Child's Innate Talents, as an expansion to our Strengths Based Approach to further create a safe and healthy learning environment with our parents.

This year, Montgomery Middle implemented and held the 2nd annual Strengths based parent conferences for all students and parents. These parent conferences enabled us to work as a team to help students achieve their very best. The conferences were held with their advisory teachers and teacher's guided parents in helping them understand academic markers such as

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Achieve, CAASPP and ELPAC scores as well as their own student's strengths. Approximately 85% of all our parents attended and make-up meetings were also scheduled for families who were unable to attend so each student received a parent conference.

To further our strong community engagement, MOM has various partnerships with our feeder high school Montgomery High School, on-site Community Resource Center, the YMCA, local health clinics, San Diego Police Department, local libraries and local businesses to name a few. In particular, we are most proud of our partnership with Smart Food Foundation, in which Montgomery Middle School offers a monthly food distribution that donates free dry and fresh food to families in the community. These connections with the community bring mentorships, rewards, free services, and other opportunities that help our families and students thrive, physically, emotionally, and academically. Community events also give our kids the chance to highlight their accomplishments and bring a sense of pride to the Montgomery community area.

Goal 4: Strong Systems: Montgomery Middle has developed coherent and transparent systems for operational excellence to support each student's success.

Site groups such as the School Leadership Team, Faculty Advisory Committee, Classified Advisory Committee, Student Strengths Leaders, Where Everyone Belongs (WEB) student group, Strengths Student Leaders, Student Study Team, Culture and Climate Committee, Site Safety Committee, AVID Site Committee, and School Site Council work to identify ways to comprehensively support student success in Goals 1, 2 and 3. The groups provide input for our processes, procedures and our action plan. Weekly and monthly meetings with all these site groups allow for streamlined communication and feedback on budgets, maintenance, staffing, and programs. The perspectives of all stakeholders is used to continually improve our systems of support for our students and community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	365
Grade 8	365
Total Enrollment	730

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.3%
Asian	1.1%
Black or African American	2.7%
Filipino	4.7%
Hispanic or Latino	78.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	3.3%
White	7.1%
English Learners	31.1%
Foster Youth	0.1%
Homeless	1.6%
Socioeconomically Disadvantaged	82.9%
Students with Disabilities	16.6%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.60	57.80	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.86	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.97	57.40	3.48	12115.80	4.41
<b>Unknown</b>	13.60	40.31	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	<b>33.90</b>	<b>100.00</b>	<b>1649.70</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	89.09	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	1.29	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.99	56.80	3.36	11953.10	4.28
<b>Unknown</b>	2.80	8.60	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	<b>33.20</b>	<b>100.00</b>	<b>1689.00</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.20	0.00
Misassignments	0.00	0.40
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.30
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.30	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.4	0.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0



	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http:// curriculum.suhsd.k12.ca.us/</a>		
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http:// curriculum.suhsd.k12.ca.us/">http:// curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings

The school has an administration building, an adaptive building, 54 classrooms and a library. The main campus was built in 1971. Additions were constructed in 1991. Four portable classrooms were constructed in 1991. In 2012 MOM experienced new construction. The following buildings were re-built: 200, 300, library, ASB, counseling office, cafeteria, kitchen, lunch area and an after-school classroom. There were also two work rooms, and elevator added.

The school opened in 1971 with an administration building, 50 classrooms, a gym and a library.

### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

### Year and month of the most recent FIT report

10/01/22

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

## 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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	35	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	19	26	26	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	706	678	96.03	3.97	34.66
<b>Female</b>	321	310	96.57	3.43	41.94
<b>Male</b>	385	368	95.58	4.42	28.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	18	17	94.44	5.56	29.41
<b>Filipino</b>	35	35	100.00	0.00	74.29
<b>Hispanic or Latino</b>	562	539	95.91	4.09	31.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	29	96.67	3.33	41.38
<b>White</b>	51	48	94.12	5.88	33.33
<b>English Learners</b>	202	190	94.06	5.94	6.32
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	11	91.67	8.33	18.18
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	613	586	95.60	4.40	33.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	128	119	92.97	7.03	10.92

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	706	684	96.88	3.12	18.57
<b>Female</b>	321	312	97.20	2.80	19.55
<b>Male</b>	385	372	96.62	3.38	17.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	18	18	100.00	0.00	11.11
<b>Filipino</b>	35	35	100.00	0.00	48.57
<b>Hispanic or Latino</b>	562	544	96.80	3.20	16.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	29	96.67	3.33	20.69
<b>White</b>	51	48	94.12	5.88	20.83
<b>English Learners</b>	202	197	97.52	2.48	3.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	11	91.67	8.33	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	613	591	96.41	3.59	16.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	128	120	93.75	6.25	5.00

## 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. 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.32	17.23	25.00	25.05	29.47	30.29

## 2022-23 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	347	334	96.25	3.75	17.37
Female	139	134	96.40	3.60	17.91
Male	208	200	96.15	3.85	17.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	28.57
Hispanic or Latino	283	272	96.11	3.89	16.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	25.00
White	18	17	94.44	5.56	5.88
English Learners	93	90	96.77	3.23	1.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	331	318	96.07	3.93	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	53	89.83	10.17	7.55

## 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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	90%	76%	88%	85%	35%

## 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.

#### 2023-24 Opportunities for Parental Involvement

District Parent Involvement Opportunities:

District English Learners Advisory Committee (DELAC)  
District Parent Advisory Committee (DPAC) – Title I

Parents who serve on these committees represent the school site. Representatives attend and actively participate in district meetings and learn about the districts' vision and goals. DPAC, DELAC, representatives disseminate the information obtained during these meetings and present the information to parents and site personnel during site Title I/SCE, ELAC, and School Site Council meetings.

School Site Parent Involvement Opportunities:  
School Site Council  
English Learner Advisory Committee (ELAC)  
Parent Volunteers

Parents who serve on site committees attend and assist in the planning and coordination of parent meetings. The ELAC committee serves those parents whose students are classified as English Learners. School Site Council consists of parents, students, and site personnel. All members of the School Site Council are elected by their peers.

Additional Parent Involvement Activities:

Montgomery Middle also provides information regarding the school's programs through:

Back to School Night: Open House  
Career Fair  
College Making It Happen Night

## 2023-24 Opportunities for Parental Involvement

Future Mayan Night  
 Orientation meetings  
 Coffee with the Principal  
 Academic Success Night  
 Sports/After School Program  
 Mayan Revolution Day  
 Strengths Parent Conference  
 Strengths Parent Workshop  
 Parenting Series with Dr. Miriam Nenninger  
 Parent Needs Assessment Surveys  
 Monthly Food Distribution to the community

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	780	765	208	27.2
<b>Female</b>	358	352	106	30.1
<b>Male</b>	422	413	102	24.7
<b>Non-Binary</b>	0	0	0	0.0
<b>American Indian or Alaska Native</b>	2	2	0	0.0
<b>Asian</b>	8	8	1	12.5
<b>Black or African American</b>	21	20	6	30.0
<b>Filipino</b>	36	35	0	0.0
<b>Hispanic or Latino</b>	619	608	177	29.1
<b>Native Hawaiian or Pacific Islander</b>	1	1	0	0.0
<b>Two or More Races</b>	28	27	9	33.3
<b>White</b>	57	56	14	25.0
<b>English Learners</b>	262	257	80	31.1
<b>Foster Youth</b>	2	2	0	0.0
<b>Homeless</b>	12	12	7	58.3
<b>Socioeconomically Disadvantaged</b>	669	663	190	28.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	136	133	41	30.8



## 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 and expulsions data.

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
<b>Suspensions</b>	0.00	10.62	17.69	0.05	5.57	6.15	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.13	0.13	0.00	0.07	0.08	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	17.69	0.13
<b>Female</b>	13.13	0
<b>Male</b>	21.56	0.24
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	19.05	0
<b>Filipino</b>	2.78	0
<b>Hispanic or Latino</b>	18.42	0.16
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	25	0
<b>White</b>	19.3	0
<b>English Learners</b>	20.61	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	25	0
<b>Socioeconomically Disadvantaged</b>	17.94	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	21.32	0

## 2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30th each year. Safety drills are held quarterly to prepare for fires, evacuations, lockdowns, heightened security, earthquakes, and reunification. The plan is presented at staff meetings, parent meetings and signed by the School Site Council.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	27	12	11	9
Mathematics	47	7	6	14
Science	27	5	14	8
Social Science	30	4	11	9

## 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	26	10	9	11
Mathematics	26	6	17	4
Science	28	3	15	6
Social Science	31	2	8	12

## 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	26	11	7	12
Mathematics	27	7	10	10
Science	30	2	13	9
Social Science	29	4	8	12

## 2022-23 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
<b>Pupils to Academic Counselor</b>	365

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	8027.83	389.89	7637.94	87,617.00
<b>District</b>	N/A	N/A	9754.53	\$91,566
<b>Percent Difference - School Site and District</b>	N/A	N/A	-24.3	-1.1
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.0	-5.1

## Fiscal Year 2022-23 Types of Services Funded

General Operations - Services, materials, and support to the general education program

Title 1 Federal Funding - These funds support our intervention programs such as the MAGIC Center (Drop in tutoring services), professional development opportunities for staff, parent education, teachers on special assignment, and supplemental supplies. In addition, Title 1 funding is used for the purchase of supplemental instructional software and technology.

LCFF Funding- These funds support programs such as tutors in math and science classrooms, library extended hours, and parent engagement activities.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,003	\$57,234
<b>Mid-Range Teacher Salary</b>	\$82,293	\$95,467
<b>Highest Teacher Salary</b>	\$107,730	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$157,167	\$153,476
<b>Average Principal Salary (High)</b>	\$167,100	\$173,198
<b>Superintendent Salary</b>	\$260,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.97%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.46%

## Professional Development

For the past three years, Montgomery Middle School staff participated in various professional development opportunities to improve teacher efficacy and respond to student needs. Teachers participate in PLC's every Friday to evaluate data, share common practices, collaborate on lessons and create common formative assessments. In addition, staff receive professional development through monthly faculty meetings. In 2020-21, teachers participated in School Leadership Meetings (SLT) where they meet to enhance effective first instruction through the PLC cycle. Teachers also participated in targeted professional development to address the pandemic shift to online instruction. Our teachers also participated in a professional development by Solution Tree around professional learning communities. In 2021-22 MOM conducted quarterly pull out days, where teachers are able to plan and learn from each other. During the 2022-23 year our school contracted West Ed to provided targeted support to teachers in the areas of Effective PLCs, development of CFA's and Depth of Knowledge Instructional strategies during quarterly pullouts. This year (23-24), teachers continue to meet every Friday to participate in Professional Learning Teams. In addition, our Instructional Leadership Team meets monthly to analyze student performance data and develop goals and strategies for continued improvement. Lastly, Departments have scheduled pullouts to refine their pacing guides, develop common assessments, and analyze student work samples.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	22	28	32