

# Montgomery High 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 High School
<b>Street</b>	3250 Palm Avenue
<b>City, State, Zip</b>	San Diego, Ca, 92154-1507
<b>Phone Number</b>	(619) 628-3800
<b>Principal</b>	Louie Zumstein
<b>Email Address</b>	Louie.Zumstein@sweetwaterschools.org
<b>School Website</b>	<a href="http://moh.sweetwaterschools.org/">http://moh.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	37684113738234

## 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>	<a href="http://www.sweetwaterschools.org/">www.sweetwaterschools.org/</a>

## 2023-24 School Description and Mission Statement

Montgomery High School, one of 13 comprehensive high schools in the Sweetwater Union High School District, opened its doors in 1970. Located on the Otay Mesa in South San Diego, the school is equidistant from the city's major port and the international border with Mexico; the school serves the South Bay communities of San Diego, Chula Vista, San Ysidro, Nestor, and Otay Mesa.

From the moment a visitor enters the campus, there is a feeling of warmth and community as evidenced by the camaraderie and friendliness of students pursuing diverse paths. Students and community members are proud of the Aztec tradition of the relentless pursuit of excellence by rising above personal challenges and coming together toward unified success. In addition, we are beginning to implement strengths based practices that have roots at our feeder middle school. Students enjoy being at school and remain on campus after school to participate in athletics, after school tutoring in our school's Montgomery Aztecs Getting Inspired Club (MAGIC), as well as a variety of supplemental academic and recreational activities. These programs are provided by our After School Safety and Enrichment (ASSETS) grant which funds the school's after school program, STAY (Sports, Tutoring, Academic Enrichment, Youth Development). STAY offers academic and recreational enrichment such as: Ballet Folklorico, guitar building, robotics, LBTQ+ Studies, personal fitness and more. The STAY program is in addition to the many students who participate on our school athletic teams and clubs.

Professional Learning Communities (PLC) have the opportunity to meet approximately twice per month for approximately one hour and forty-five minutes per PLC meeting. PLC meetings generally occur every other week on Fridays when students have early dismissal so teachers have the opportunity to collaborate with their colleagues. The purpose of PLC meetings is centered on instruction, curriculum, assessments, and interventions.

## 2023-24 School Description and Mission Statement

Montgomery High School continues to focus on mastery of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Teachers are designing and implementing rigorous lessons to address these standards. In addition, students are participating in relevant performance tasks based on the CCSS and NGSS. Teachers then engage in the process of calibrating and scoring these tasks, and create interventions as needed.

To support the school's mission of creating rigorous and relevant educational experiences so that all students reach their potential for personal and academic achievement in preparation for post-secondary demands that include college and career readiness, Montgomery High School has a comprehensive program of studies that includes academic and extracurricular programs, such as career pathways, AVID, AP course offerings. Interventions include credit recovery and grade recovery. All courses and offerings are available for all students and have been designed to prepare students for post-secondary education and the career of their choice.

Montgomery High School students can choose from two California Partnership Academies that promote college and career readiness – the Montgomery Media Institute (KMMI) and Administration of Justice (AOJ). The California Partnership Academies represent a high school reform movement that focuses on smaller learning communities with a career theme. Academy components include rigorous academics and career technical education, with a career focus, a committed team of teachers, and active business and post-secondary partnerships. KMMI provides opportunities for students interested in pursuing careers in video production, while the AOJ program allows students to explore careers in the legal system. KMMI video production class broadcasts a daily bulletin to keep the school community informed of programs and events. Both programs provide opportunities for students to develop the skills necessary to succeed in media or Administration of Justice while utilizing a variety of resources including field trips, guest speakers, technology and experts in the field. Montgomery High School also offers career pathways to help students achieve college and career readiness. A career pathway is a sequence of courses designed to help students explore and prepare for a specific career area.

Montgomery High School continues to encourage all interested students to enroll in Accelerated, Honors, and AP courses. Montgomery High School's AVID program is well established with over 30 years of implementation, and has continuously maintained its certification status. Montgomery High School's Special Education program is comprised of a Resource Specialist Program (RSP), Mild-Moderate, Moderate, Moderate-Severe, and Moderate-Severe transition classes. In the RSP program, students are mainstreamed and receive academic support through co-teaching classes. The Mild-Moderate program offers Fundamentals classes that are taught by a credentialed special education teacher and are supported by at least one instructional assistant in a smaller class size setting. All students with an IEP receive support from assigned case carriers and other service providers as needed per students' IEP (mental health counseling, Occupational Therapy, Speech Therapy, Adaptive Physical Education, and Assistive Technology support). A licensed Speech Pathologist provides speech therapy for any Special Education or Regular Education student who needs these services.

Mission Statement: The mission of Montgomery High school is to create a rigorous and relevant educational experience which guarantees all students reach their potential for personal and academic achievement in preparation for post-secondary demands that include college and career readiness.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	369
Grade 10	385
Grade 11	407
Grade 12	441
<b>Total Enrollment</b>	<b>1632</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	763
Male	869
American Indian or Alaska Native	19
Asian	113
Black or African American	26
Filipino	5.3%
Hispanic or Latino	1289
Native Hawaiian or Pacific Islander	4
Two or More Races	36
White	143
English Learners	450
Foster Youth	4
Homeless	1.8%
Migrant	0.1%
Socioeconomically Disadvantaged	1310
Students with Disabilities	272

### 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>	51.10	66.21	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>	0.40	0.52	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.06	57.40	3.48	12115.80	4.41
<b>Unknown</b>	25.60	33.20	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	77.30	100.00	1649.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.90	85.46	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	0.77	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	2.04	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	2.04	56.80	3.36	11953.10	4.28
<b>Unknown</b>	7.50	9.68	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	78.30	100.00	1689.00	100.00	279044.80	100.00

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	0.00	1.60
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.40</b>	<b>1.60</b>

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	0.00	1.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.60</b>

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)	5.4	0
<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)	4.4	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	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

	consistent with the textbook cycle in 2017-2018. High 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. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High 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
<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. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High 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
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High 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
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High 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
<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



## School Facility Conditions and Planned Improvements

Visitors to MOH generally remark on the aesthetics of our campus. Site custodians and district maintenance personnel work together to provide and maintain a safe & clean campus.

The school opened in 1971 with an administration building, 71 classrooms, a gym, and a library. The school has an administration building, 87 classrooms and a library. The main campus was built in 1971. Additions were constructed in 1971, 1986, 1987, 1989, 1991, 1999 and 2000. During Prop BB construction, the interior of classrooms in the 100, 200, 300, and 400 buildings were completely renovated. The ASB and Counseling Center were modernized as well. Prop O began major renovations to MOH: the 500 building was constructed which contains the library and media center, eight new state of the art classrooms, staff lounge, and office for the psychologist. In addition, the stadium was renovated and a new turf field was installed. Through the second phase of Prop O, the 1500 building was constructed which includes a new administration office, ten new state of the art classrooms, and staff lounge. Large shade structures and 8 additional standing tables were added to the student lunch area. In addition, a new and remarkable gym was constructed that includes two classrooms, an adaptive PE classroom, weight room, wrestling room, Bose sound system, and one of the only high school gyms in the state with a unique parquet basketball court. The student quad was renovated to create a college campus feel, so that students have ample space to relax, study, and gather between classes and on breaks.

### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in strong 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.

### Maintenance

Montgomery High School participates in a facility focus week in which each of the maintenance speciality meets with administration and the POS to reviews all work orders and any facility needs. This begins with a pre-facility focus meeting which leads into the focus week in which the district maintenance crew addresses the needs of the school.

### 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			Ceiling leak from AC- WO 42015,
<b>Interior:</b> Interior Surfaces	X			Fixtures & Drains WO 34207, New tile in Office- WO 38648, Anti-Graffiti film is peeling (contractor notified) *Warranty Expired, Need ballasts-WO 50533, Leak in IT Room - WO 42623, Needs new floor- WO 45171, New loose ceiling tiles- Work Order 33938 & Lighting Repaired- Work Order 49691,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Check air flow WO 49422,
<b>Electrical</b>	X			Broken Outlet- WO 53250
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		WO 51281- New facuets WO 51283- New Cabinet Locks, WO 34028- Fixtures and Drains,
<b>Safety:</b>			X	



## School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs			X	Roof Leak Work Order 32454,
<b>External:</b> 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.

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)	54	57	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	16	12	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>	436	428	97.08	2.92	56.94
<b>Female</b>	210	201	97.14	2.86	62.75
<b>Male</b>	235	225	97.02	2.98	51.75
<b>American Indian or Alaska Native</b>	7	7	--	--	--
<b>Asian</b>	--	34	--	--	--
<b>Black or African American</b>	--	3	--	--	--
<b>Filipino</b>	26	26	100.00	0.00	88.46
<b>Hispanic or Latino</b>	341	333	96.83	3.17	52.68
<b>Native Hawaiian or Pacific Islander</b>	1	1	--	--	--
<b>Two or More Races</b>	4	4	--	--	--
<b>White</b>	45	45	95.83	4.17	67.39
<b>English Learners</b>	133	128	95.59	4.41	16.92
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	349	344	98.02	1.98	57.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	88.46	11.54	26.09

## 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>	435	423	96.17	3.83	11.76
<b>Female</b>	209	201	95.69	4.31	9.05
<b>Male</b>	235	225	96.60	3.40	14.16
<b>American Indian or Alaska Native</b>	7	6	--	--	--
<b>Asian</b>	--	34	--	--	--
<b>Black or African American</b>	--	3	--	--	--
<b>Filipino</b>	26	26	100.00	0.00	42.31
<b>Hispanic or Latino</b>	340	330	96.24	3.76	9.37
<b>Native Hawaiian or Pacific Islander</b>	1	1	--	--	--
<b>Two or More Races</b>	5	5	--	--	--
<b>White</b>	45	45	95.83	4.17	13.04
<b>English Learners</b>	133	128	95.59	4.41	1.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	353	343	97.17	2.83	12.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	88.46	11.54	2.17

## 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)	15.13	16.36	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	398	386	96.98	3.02	16.58
Female	173	167	96.53	3.47	16.17
Male	225	219	97.33	2.67	16.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	34.78
Hispanic or Latino	327	315	96.33	3.67	13.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	23.33
English Learners	111	105	94.59	5.41	1.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	339	329	97.05	2.95	16.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	46	88.46	11.54	8.70

## 2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets

Montgomery High School offers programs in four industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Engineering and Architecture (Engineering Technology) and Health Science and Medical Technology (Patient Care) and Public Services (Public Safety). In addition, there are two California Partnership Academies – Academy of Justice (Public Safety) and KMMI (Design, Visual, and Media Arts). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	586
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.16
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	53.7



## 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 9	76%	79%	81%	81%	78%

## 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

Montgomery High School knows that students experience more success in school when parents and family members participate in school activities and collaborate with school personnel. Parent meetings are organized around topics of interest to parents. MOH regularly holds Title I, ELAC, and Special Education parent meetings. MOH also holds parent and guardian workshops to address social issues such as drug abuse, anti-bullying, suicide prevention, and other relevant topics. We hold Open House in the fall for parents/guardians to learn about their student's classes and school programs.

Additionally MOH provides online and hybrid opportunities to be informed on how to support their students through our monthly Zoom with Zumstein Parent Coffee meetings. Parents attend College and Career Fairs at Montgomery High School - including the district College & Career Fair at MOH - with their students as well as various sit and do workshops related to FAFSA and college application completion. We welcome parents and guardians to visit or call at any time for information regarding their students' high school progress.

The participation of parents as partners in student learning is a priority at Montgomery High School. There are a variety of opportunities for parents to engage and actively participate in the success of their children. The School Site Council (SSC) meets monthly; three parent representatives serve on the Council. SSC agenda items include data, school programs, curriculum, instruction, interventions, and budgets. The English Learner Advisory Committee (ELAC) is a committee of parents of English Learners. Their role is to serve as advocates for English Learners and to advise the principal and staff on the school's programs for English Learners. In addition, ELAC provides input to the SSC on the development of the Single Plan for Student Achievement. Both SSC and ELAC meeting dates are posted on the school website and in the office, and all parents are invited to attend. Additionally, MOH hosts four parent information meetings for each progress reporting period. Programs and departments such as Advancement via Individual Determination (AVID), Advanced Placement (AP), Montgomery Media Institute (KMMI) and Administration of Justice (AOJ), counseling, and administration also host parent meetings throughout the school year to inform parents of graduation requirements, college entrance requirements, financial aid, and student achievement. In addition, there are parent-led booster groups that support the various athletic teams.

## 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 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>Dropout Rate</b>	6.9	6.9	6.4	7.6	7	5.9	9.4	7.8	8.2
<b>Graduation Rate</b>	90.4	89.7	91.7	83.8	85.5	87.6	83.6	87	86.2

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

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	420	385	91.7
<b>Female</b>	182	168	92.3
<b>Male</b>	238	217	91.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	24	24	100.0
<b>Hispanic or Latino</b>	345	313	90.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	32	30	93.8
<b>English Learners</b>	140	121	86.4
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	15	93.8
<b>Socioeconomically Disadvantaged</b>	377	347	92.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	53	44	83.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1878	1819	503	27.7
Female	887	854	267	31.3
Male	991	965	236	24.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	18	17	5	29.4
Asian	18	17	0	0.0
Black or African American	27	26	11	42.3
Filipino	94	93	12	12.9
Hispanic or Latino	1492	1444	411	28.5
Native Hawaiian or Pacific Islander	7	7	4	57.1
Two or More Races	38	37	4	10.8
White	178	172	53	30.8
English Learners	601	582	155	26.6
Foster Youth	4	4	3	75.0
Homeless	36	35	18	51.4
Socioeconomically Disadvantaged	1532	1507	425	28.2
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	303	294	108	36.7

### 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
Suspensions	0.11	4.12	4.21	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.16	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
All Students	4.21	0.16
Female	2.59	0.11
Male	5.65	0.2
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	14.81	0
Filipino	2.13	0
Hispanic or Latino	4.22	0.2
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.26	0
White	2.81	0
English Learners	3.99	0.17
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	4.57	0.2
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.94	0.66

## 2023-24 School Safety Plan

Each year, Montgomery High School reviews and updates its Comprehensive School Safety Plans. The plan is submitted to the School Board and Superintendent each year by October 15. Staff orientation to the revised plan was completed at the October 20th faculty meeting. Disaster and evacuation drills are scheduled each quarter throughout the school year. Every classroom and office has been provided with a lock-down emergency kit. Certain sections of the safety plan are discussed with staff before and after drills, and to review what to do in case of an emergency. These are reviewed at Faculty Meetings, and on the days before the school year begins. The plan includes details on what to do in emergency situations, maps of campus, and the plan created specifically for our students and staff.

### Key Elements of the Plan:

- Develop Site Safety Binder (to be distributed to all school staff)

- Train all staff on emergency procedures during the school year's first staff meeting and throughout the year at faculty meetings, SSC, and non-instructional days. Key staff have attended district safety meetings that addressed dealing with lock-downs, heightened security, and other possible threats to the school site.

- Safety committee meets quarterly to plan and discuss safety drills and plans. Input from safety committee drives decision making for site safety.

- Comply with 2-in-1 safety drills throughout the school year.

- Assessment of current crime in school

- Identify strategies and programs that provide safety on campus

The school has three full-time campus security assistants. The four assistant principals work with students and staff on a daily basis to ensure a positive campus environment. The Juvenile Division Officers and the district Probation Officer provide a valuable resource to the school for serious discipline cases. Campus security is a priority and the school utilizes the many resources available.

## 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	34	25	19	34
Mathematics	38	19	10	34
Science	29	10	43	4
Social Science	29	13	17	36

## 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	27	19	23	31
Mathematics	28	14	19	28
Science	25	13	42	
Social Science	30	10	19	32

## 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	28	22	16	34
Mathematics	29	14	12	32
Science	26	9	42	0
Social Science	30	11	21	32

## 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>	436.25

## 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>	4
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	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>	7651.87	644.32	7007.55	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	-32.8	-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	-18.6	-5.1



## Fiscal Year 2022-23 Types of Services Funded

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

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services

Funding received from the federal and state government is used to fund:

1. Supplemental teaching materials and technology to enhance teaching and learning in classrooms
2. Professional development for staff including attendance at workshops including but not limited to Kagan, Restorative Practices, Strengths, pull out days, etc.
3. Resource teachers who provide monitoring, academic support and guidance to our most underachieving students; some programs include Operation GRIT; Strengths, also resource teachers who monitor attendance, Long Term English Learners and students that were Reclassified English Proficient, and students with learning disabilities.
4. Extra duty hours for a teacher to train other teachers and work with students on Positive Behavior Intervention Strategies and Strengths.
5. Saturday Academies are offered in core subjects and AP to offer extended learning opportunities for students.
6. Rigorous and relevant learning opportunities for students such as field trips to universities, museums, science laboratories, among others.

## 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%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	26.3
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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	3
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	7
Social Science	9
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	28

## Professional Development

Montgomery High School uses strategies provided by “Kagan Professional Development” to implement structured student interactions, improved student engagement, academic language development and checking for understanding strategies. The credentialed staff has been focusing on Kagan structures for over 5 years, and in 2017-18 MOH sharpened its focus of the Kagan Professional Development to the PIES strategy (Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interactions), which are the four basic principles of the Kagan structures. In 2018-19 credentialed staff continued to refine this implementation to include Kagan Strategies in our site created English Learner Toolkit to assist teacher with supporting students Academic Language Development within their courses. In 2015-16 Kagan workshops began to expand their focus beyond Cooperative Learning to include Brain Friendly Teaching, lesson planning and coaching to improve implementation. The professional development areas listed above are also addressed at pull-out days, faculty meetings and pre-service days. Montgomery High School has become a host school for some Kagan trainings, which have provided professional development opportunities for teachers outside of MOH and the district. The district also supports PLC and Principal Professional Development Trainings. Finally, Site Leadership Teams are comprised of members of the FAC (Faculty Advisory Committee), classified staff, and site curriculum specialists who meet with site administration with the purpose of developing and improving upon site curriculum and instruction. In 2019-20 MOH extended this focus to include restorative practices strategies and strengths based strategies within the classroom to complement the Kagan strategies that have been emphasized for the past few years. During the 2020-2021 year our focus was to support the immediate needs of our teachers with tools and strategies for Distance Learning. This included work on various online platforms such as Google Classroom, Microsoft Teams, and Zoom. An additional emphasis on Social Emotional Learning was added to give teachers the tools needed to support the mounting emotional needs of our students during the COVID pandemic. The 2021-22 School year has us refocusing on SEL and strength based strategies to support the continued emotional struggles of our community. Our Special Education Department is piloting strength based work with staff and students while receiving professional development from Site Certified Gallup Strength Coaches in their PLC's. In addition we are implementing ELD standards into all curricular subjects and recommitting to the Professional Learning Community and Learning Cycle processes.

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>	4		