

Montgomery Senior High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Montgomery Senior High
Street	3250 Palm Ave.
City, State, Zip	San Diego, Ca, 92154-1507
Phone Number	619-628-3800
Principal	Tom Rodrigo
E-mail Address	thomas.rodrido@sweetwaterschools.org
Web Site	moh.sweetwaterschools.org
CDS Code	37684113738234

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Montgomery High School opened its doors to students 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. Montgomery serves almost 1,700 students in grades 9 - 12 and an additional 240 students in an on-site alternative program. A certificated and classified staff of more than 140 provide academic and support services to our students.

Academic and extracurricular programs are available for all levels of students and are designed to encourage students to succeed to the best of their ability.

The school adopted a innovative bell schedule that allows teachers allows teachers to meet with students daily and focuses on bell to bell instruction. The school schedule creates a unique and supportive learning environment for students and staff. Montgomery High School is dedicated to improved student achievement and enhanced professional collaboration.

Students in the Sweetwater Union High School District are expected to master Common Core Standards and Next Generation Science Standards which will prepare them to meet the challenges of the 21st century.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	392
Grade 10	441
Grade 11	413
Grade 12	438
Total Enrollment	1,684

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	6.7
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.2
White	1.2
Two or More Races	2.6
Socioeconomically Disadvantaged	69.3
English Learners	24.3
Students with Disabilities	13.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	71	74	83	1847
Without Full Credential	2	2	4	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	3	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.1	11.9
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Math textbooks in 2014.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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/>.

Age of School Buildings

Visitors to MOH generally remark on the cleanliness of our campus and how well it is maintained despite being almost 50 years old. Site custodians and district maintenance personnel work together to provide 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. Through the first phase of Prop O 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. 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.

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.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	54	59	47	53	44	48
Mathematics	21	22	29	31	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	405	379	93.6	59.1
Male	11	204	192	94.1	55.7
Female	11	201	187	93.0	62.6
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Filipino	11	25	24	96.0	87.5
Hispanic or Latino	11	354	336	94.9	58.0
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	266	252	94.7	57.1
English Learners	11	58	49	84.5	10.2
Students with Disabilities	11	50	49	98.0	14.3
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	405	386	95.3	22.1
Male	11	204	194	95.1	25.5
Female	11	201	192	95.5	18.8
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Filipino	11	25	23	92.0	30.4
Hispanic or Latino	11	354	343	96.9	21.7
White	11	--	--	--	--
Two or More Races	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	266	254	95.5	23.0
English Learners	11	58	52	89.7	5.8
Students with Disabilities	11	50	49	98.0	2.1
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	44	39	42	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	440	419	95.2	41.5
Male	238	226	95.0	43.8
Female	202	193	95.5	38.9
Filipino	25	23	92.0	69.6
Hispanic or Latino	396	377	95.2	39.5
Two or More Races	11	11	100.0	63.6
Socioeconomically Disadvantaged	305	294	96.4	42.9
English Learners	111	100	90.1	11.0
Students with Disabilities	55	51	92.7	31.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields.

Montgomery High School offers the following programs: Careers in Arts, Media and Entertainment; Careers in Administration of Justice and ROP classes in engineering and woodworking.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	470
% of pupils completing a CTE program and earning a high school diploma	14%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.47
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	42.1

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.3	36.3	29.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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. The regularly scheduled Title I, ELAC, and GATE meetings are augmented by booster club and meetings to address social issues such as cyber security, anti-bullying, etc. We hold Open House in the fall for parents/guardians to learn about their student's classes. We also invite parents to be an "Aztec for a Day." Parents come to campus and shadow their student while they attend classes and learn about the site instructional strategies being implemented to improve student achievement. We welcome parents and guardians to visit or call at any time for information regarding their students' high school progress.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.50	9.80	3.70	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	83.05	78.92	88.92	83.16	82.46	84.62	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	84	82	86
Black or African American	57	81	78
American Indian or Alaska Native	100	94	78
Asian	100	94	93
Filipino	82	94	93
Hispanic or Latino	86	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	44	81	91
Two or More Races	65	89	89
Socioeconomically Disadvantaged	48	51	66
English Learners	67	60	54
Students with Disabilities	37	38	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.1	7.5	7.6	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. The school has renovated their peripheral fencing to improve campus security. In addition, thirty-two cameras were installed throughout the campus. Every classroom and office has been provided with a lock-down emergency kit. The site conducted a live active shooter drill on campus to better prepare for any such emergency.

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.
- Comply with 3 in 1 safety drills
- 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 police Task Force Officer 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	44	22	28	23	36	26	29	23	36	26	29
Mathematics	22	37	13	26	15	29	3	7	15	29	3	7
Science	22	19	43		20	21	38		20	21	38	
Social Science	22	46	15	32	24	30	17	30	24	30	17	30

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	375.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

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. Literacy workshop classes for 9th and 10th grade students who are underachieving as measured by local assessments and grades
2. Math workshop classes for Integrated Math I and III students who are underachieving as measured by local assessments and grades
3. Supplemental resources to enhance teaching and learning in classrooms
4. Professional development for staff including attendance at workshops including but not limited to Kagan, SEI, pull out days, etc.
5. Resource teachers who provide monitoring, academic support and guidance to our most underachieving students; some programs include Aztec Check Out/Operation GRIT; also resource teachers who monitor attendance, Long Term English Learners and students that were Reclassified

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	5	N/A
All courses	20	.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

For the 2012-2013, 2013-14, 2014-15 and 2015-2016 school years, Montgomery High School contracted with “Kagan Professional Development” to lead the on-going implementation of structured student interactions, academic language development and checking for understanding strategies. During the first semester of the 2012-2013 school year, the "Kagan Professional Development" organization provided the first two days of a five-day cooperative learning institute. Participants were taught a range of structures, the four basic principles of cooperative learning, and the seven keys to successful implementation. Throughout the 2013-2014 school year, professional learning communities will have the opportunity to integrate structures into their curriculum maps, pacing calendars and lesson plans; professional learning communities meet every two to three weeks for a two-hour block of time. 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. Learning walks provide teachers with an opportunity to observe their colleagues and to experience how schoolwide strategies are being implemented. The data from these Learning Walks is shared with the entire staff by teachers and administration. In addition to site efforts, the district is holding cohort trainings and vertical alignment training to address districtwide implementation of common core standards.