

Montgomery Middle

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 Middle
Street	1051 Picador Blvd.
City, State, Zip	San Diego, Ca, 92154-3548
Phone Number	619-662-8215
Principal	Mr. Louie Zumstein, Principal
E-mail Address	louie.zumstein@sweetwaterschools.org
Web Site	
CDS Code	37684116070890

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 Middle School is a 40 year-old campus that follows a common calendar and services a population of approximately 890 students. Located three miles north of the U.S./Mexico border, the students represent a rich mix of cultures and languages. Eighty-two (82) percent of the students are Hispanic, nine (9) percent are Filipino, four (4) percent are African-American, and four (4) percent are Caucasian. Sixty-seven (67) percent speak a language other than English in the home, and about 72.8% of our students qualify for the free or reduced lunch program for the socioeconomically disadvantaged.

Through block scheduling, Montgomery Middle offers a curriculum that meets the needs of a diverse community and challenges its students by offering a course of study for all students including for those who qualify as English Learners, GATE, and Special Education. Special Education makes substantial use of the computer program Read 180, as well as Math and English Support classes. Collaborative and co-teaching classes are available for those students who scored nonproficient on the California Standards Test. To ensure accountability and awareness, a representative staff member from the Language Arts, Math, Science and Social Science departments participates in the corresponding District Curriculum, Instruction, and Assessment Teams. These departments then meet once a week during Professional Learning Communities and articulation days to further analyze data, to develop a rigorous curriculum that is aligned to grade level standards, to identify areas of need, to implement best teaching practices, to create common assessments, and to monitor student progress.

Through technology Montgomery Middle consistently enhances the students' educational experience. The school operates three (3) fully equipped computer laboratories, at least two computers in every classroom, Internet access, and a complete multimedia program. Programs, such as Chancery, DataDirector, Reading Renaissance, and Microsoft Outlook are accessible from every classroom.

Montgomery Middle is committed to the development of resiliency in our students and offers a variety of extra-curricular activities after school, some of which are supported through a comprehensive 6 to 6 program. The Homework Center is very well attended and provides teachers, community volunteers, high school and college students as mentors and tutors for our students. Extended Week Activities Program, an intensive tutoring program targeting students in the areas of Math and English, is offered on Saturdays to improve student achievement in those core areas. Students who do not complete their homework are assigned to MAY A Club during the week by their teachers where high school and college-aged tutors, in partnership with South Bay Community Services, and school personnel are available to assist students in completing assignments. We offer our students an Anti-Bullying Program that is overseen by our Coordinated Intervention Services offices and our counselors and it is promoted to all students through our KMMI bulletin, assemblies, etc. Students are also mentored by the After School All-Stars of Greater San Diego through extra-curricular activities such as computer lab, game room, cooking classes, and various other activities including soccer, flag football, baseball, and volleyball.

In addition, Montgomery Middle offers an elective program that is aligned with the State of California's document for Middle Schools, Taking Center Stage. Students can choose from Spanish, Art, KMMI/Media Arts, AVID, Band, and Mariachi. Another way we address the needs of the middle school student is through the Healthy Start Grant, the Rayo de Esperanza Resource Center and Border View YMCA that notably makes Montgomery Middle a viable part of the community.

We work collaboratively with the center to host support groups for at risk teenagers, single moms, and other parent groups. Montgomery Middle uses a shared decision making model where parents, students, and staff can give input through monthly Coffee with the Principal meetings, the School Site Council, and EL, GATE and Title I/SCE parent group meetings. The administration also meets regularly with the Faculty Advisory Committee, departments, and the PLC Site Leadership Team to ensure equity in representation and a shared vision by all stakeholders.

As a year one Program Improvement (PI) school, Montgomery Middle is continually striving to develop academic programs and interventions to promote student success and researching alternative methods (e.g. scheduling, instructional practices, etc.) to increase student achievement and to meet Adequate Yearly Progress (AYP).

Mission

The Mission of Montgomery Middle School, the nurturing and inspiring heart of the community, is to ensure that all students possess academic and social skills for success in high school and beyond through a system distinguished by:

- goal-oriented students who question, explore, and reflect on their own learning.
- the implementation of a California Standards Based curriculum using a variety of teaching and intervention strategies.
- the celebration of individual achievement.
- promoting exemplary character, physical well-being, and pride (The Mayan Way!).

Objectives

- All students will meet or exceed performance standards on those skills necessary to succeed academically each grading period.
- All students will demonstrate exemplary character by doing things “the Mayan Way” each grading period.

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

Grade Level	Number of Students
Grade 7	423
Grade 8	475
Total Enrollment	898

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	0.9
Filipino	6
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	0.7
White	1.8
Two or More Races	2.4
Socioeconomically Disadvantaged	77.7
English Learners	37.6
Students with Disabilities	16.3
Foster Youth	0.3

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	32	39	51	1847
Without Full Credential	6	6	1	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	0	4	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	97.0	3.1
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

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. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0

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/>.

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 1972. Additions were constructed in 1991. Four portable classrooms were constructed in 1991.

The school opened in 1972 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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

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 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	ceiling tiles need replacing in various rooms (stained due to leak)
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	33	40	47	53	44	48
Mathematics	17	20	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	7	422	405	96.0	37.4
	8	479	467	97.5	42.3
Male	7	220	213	96.8	31.5
	8	263	257	97.7	36.2
Female	7	202	192	95.0	44.0
	8	216	210	97.2	49.8
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	27	26	96.3	61.5
	8	25	23	92.0	78.3
Hispanic or Latino	7	356	341	95.8	33.5
	8	424	417	98.3	39.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	11	11	100.0	72.7
	8	--	--	--	--
Socioeconomically Disadvantaged	7	310	299	96.5	33.2
	8	377	366	97.1	38.5
English Learners	7	154	142	92.2	8.4
	8	126	118	93.7	5.9
Students with Disabilities	7	65	65	100.0	13.8
	8	77	76	98.7	13.2
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	422	415	98.3	21.8
	8	479	473	98.8	18.6
Male	7	220	218	99.1	22.7
	8	263	260	98.9	15.8
Female	7	202	197	97.5	20.8
	8	216	213	98.6	22.1
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	27	26	96.3	42.3
	8	25	25	100.0	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	7	356	350	98.3	18.4
	8	424	421	99.3	16.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	--	--	--	--
	8	--	--	--	--
Two or More Races	7	11	11	100.0	54.5
	8	--	--	--	--
Socioeconomically Disadvantaged	7	310	305	98.4	17.2
	8	377	372	98.7	16.4
English Learners	7	154	150	97.4	2.7
	8	126	123	97.6	3.3
Students with Disabilities	7	65	65	100.0	6.2
	8	77	76	98.7	4.0
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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)	61	30	44	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	478	465	97.3	43.7
Male	262	257	98.1	46.3
Female	216	208	96.3	40.4
Filipino	25	25	100.0	84.0
Hispanic or Latino	423	414	97.9	40.6
Socioeconomically Disadvantaged	377	365	96.8	40.6
English Learners	126	122	96.8	18.9
Students with Disabilities	77	75	97.4	45.3

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.

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
7	18.5	25.1	26.6

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)

District Parent Involvement Opportunities:

District English Learners Advisory Committee (DELAC)
District Advisory Committee (DAC) – Title I/SCE

Gifted and Talented Advisory Committee (DAC-GATE)
Curriculum and Instruction Committee (C&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. DAC, DELAC, and DAC-GATE representatives disseminate the information obtained during these meetings and present the information to parents and site personnel during site Title I/SCE, ELAC, GATE and/or School Site Council meetings.

School Site Parent Involvement Opportunities:

School Site Council
Parent Club Member/Officer
English Learner Advisory Committee (ELAC)

Title I/SCE Advisory Committee
GATE Advisory Committee

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. The Title I/SCE committee is open to all parents as is the Parent Club. The GATE committee serves parents whose students are classified as GATE (Gifted and Talented). Finally, the 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:

- | | |
|--|-----------------------------------|
| Fall Open House | Orientation meetings |
| Career Day | Coffee with the Principal |
| College Making It Happen/Compact for Success | Parent Workshops |
| Future Mayan Night | Rayo de Esperanza Resource Center |
| Parent Shadow Day | School newsletter |

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	5.9	4.8	5.4	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	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 plan is presented at parent meetings and signed by the School Site Council.

Key Elements of the 2011-2012 Safe Schools Action Plan:

- Develop Site Safety Binder
- Comply with 3 in 1 drills
- Train all staff on emergency procedures during 3 day inservice
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus
- Cyber Bullying awareness

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	2010-2011	2008-2009
Year in Program Improvement*	Year 4	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	25	15	7	16	26	12	14	14	26	12	14	14
Mathematics	28	6	17	10	30	5	10	13	30	5	10	13
Science	30	4	11	13	29	6	10	15	29	6	10	15
Social Science	32	3	6	17	33	2	6	18	33	2	6	18

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	2.0	443.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.0	N/A
Other	0.0	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	\$0.0	\$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

Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential

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

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/>.

Professional Development (Most Recent Three Years)

For the 2012-13, 2013-14 and 2014-15 school years, Montgomery Middle School staff participated in 4 half-days for staff development (non-instructional time).

Also, there were 24 Professional Hour days, where students leave early and staff has the opportunity for ongoing collaboration and planning.