

Montgomery Senior High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Montgomery Senior High
Street	3250 Palm Avenue
City, State, Zip	San Diego, Ca, 92154-1507
Phone Number	(619) 628-3800
Principal	Dr. Tom Gray
E-mail Address	Thomas.Gray@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 2017-18)

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. Montgomery High School serves approximately 1753 students in grades 9-12.

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, several teachers/counselors have been on staff at our school for twenty years or more. 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: SAT/ACT preparation, salsa dancing, guitar building, yoga, robotics, 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. At times, Site Curriculum Specialists, will convene a department meeting prior to PLC meetings to discuss department items such as performance tasks, master schedule, and FAC meeting outcomes.

Montgomery High School continues to focus on mastery of the California Common Core State Standards (CCSS). Teachers are designing and implementing rigorous lessons to address these standards. In addition, students are participating in relevant performance tasks based on the CCSS. 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.

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 2016-17)

Grade Level	Number of Students
Grade 9	463
Grade 10	408
Grade 11	413
Grade 12	428
Total Enrollment	1,712

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	0.4
Filipino	6
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.3
White	1.1
Two or More Races	2.7
Socioeconomically Disadvantaged	67.8
English Learners	23.2
Students with Disabilities	14.3
Foster Youth	0.3

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	74	83	75	1665
Without Full Credential	2	4	4	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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. 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.

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 2017-18 school year, Montgomery High School has been meeting with District Master Planning Committee to discuss future construction and renovations for the campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 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			709: Planning Department Work - Moisture coming up through floor, popping up tiles. Cafeteria: Work Order - Peeling Paint/Service Line, Teachers' Lounge
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			608: Work Order - Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	59	58	53	53	48	48
Mathematics (grades 3-8 and 11)	22	21	31	32	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	410	98.32	58.29
Male	228	225	98.68	52
Female	189	185	97.88	65.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100	85.71
Hispanic or Latino	372	365	98.12	55.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100	78.57
Socioeconomically Disadvantaged	297	292	98.32	57.88
English Learners	144	139	96.53	25.18
Students with Disabilities	48	48	100	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	408	97.84	21.08
Male	228	224	98.25	21.88
Female	189	184	97.35	20.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100	38.1
Hispanic or Latino	372	363	97.58	19.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	14	14	100	35.71
Socioeconomically Disadvantaged	297	290	97.64	20.69
English Learners	144	139	96.53	7.91
Students with Disabilities	48	48	100	2.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39	42	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.03
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.94

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.5	32.8	19.9

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 State priority: Parental Involvement (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 2017-18)

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 Special Education parent meetings. MOH also holds parent and guardian 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 and school programs.

Additionally MOH provides parents with multiple opportunities to visit campus during the school day. "Aztec for a Day" is an opportunity for parents/guardians come to campus and shadow their student while they attend classes and learn about the site instructional strategies being implemented to improve student achievement. Parent Coffee Fridays and Progress Report meetings are additional opportunities for parent involvement. Parents attend College and Career Fairs at Montgomery High School - including the district College & Career Fair at MOH - with their students as well as "Cash for College Saturdays." 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.8	3.7	4	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	78.92	88.92	84.17	82.46	84.62	82.79	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	82.19	83.04	87.11
Black or African American	100	83.41	79.19
American Indian or Alaska Native	50	45.45	80.17
Asian	100	94.25	94.42
Filipino	85.71	94.23	93.76
Hispanic or Latino	81.89	81.14	84.58
Native Hawaiian/Pacific Islander	50	88.46	86.57
White	80	86.41	90.99
Two or More Races	71.43	88	90.59
Socioeconomically Disadvantaged	77.78	79.52	85.45
English Learners	67.44	62.12	55.44
Students with Disabilities	50.77	52.38	63.9
Foster Youth	100	61.11	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.5	7.6	3.7	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 is 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.

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 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 2017-18)

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	76

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	36	26	29	21	50	26	24	19	58	30	22
Mathematics	15	29	3	7	12	44	5	7	12	48	9	4
Science	20	21	38		20	22	36		17	40	33	
Social Science	24	30	17	30	22	36	17	29	19	43	24	26

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 2016-17)

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 2015-16)

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	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
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 2016-17)

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 teaching materials and technology 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 English Proficient.
6. Restorative Practice Resource period for a teacher to train other teachers and work with students on Positive Behavior Intervention Strategies.
7. Saturday Academies are offered in core subjects and AP to offer extended learning opportunities for students.
8. Rigorous and relevant learning opportunities for students such as field trips to universities, museums, science laboratories, among others.
9. National Math and Science Initiative (NMSI) grant offers Advanced Placement (AP) training and support for all AP teachers and students to achieve college prep courses in high school.
10. Professional Learning Communities (PLCs) are offered department pullout days to create common assessments, common grading policies, and to enhance curriculum and instruction to increase student engagement and mastery.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	14	25.4

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)

Since the 2012-3 school year, Montgomery High School contracted with “Kagan Professional Development” to lead the ongoing implementation of structured student interactions, improved student engagement, academic language development and checking for understanding strategies. The credential 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, by collecting data on peer walk-throughs. During teacher led Learning Walks, colleagues observe and reflect on student engagement data - as well as instructional delivery strategies, rigor & relevance, Daily Learning Targets and Checking For Understanding - from all classrooms. 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. In addition to site efforts, the district is holding cohort trainings and vertical alignment training to address districtwide implementation of common core standards. The district also support Principal 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.