

# Montgomery Middle School

## 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)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Montgomery Middle School                |
| <b>Street</b>                     | 1051 Picador Blvd.                      |
| <b>City, State, Zip</b>           | San Diego, CA, 92154-3548               |
| <b>Phone Number</b>               | 619-662-8200                            |
| <b>Principal</b>                  | Alejandra Inzunza                       |
| <b>E-mail Address</b>             | alejandra.inzunza@sweetwaterschools.org |
| <b>Web Site</b>                   | mom.sweetwaterschools.org               |
| <b>CDS Code</b>                   | 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 2017-18)

Montgomery Middle School is located in the southwest region of San Diego County serving the Otay Mesa community. Consisting of grades 7 and 8 we follow a modified year round calendar that allows for strategically placed breaks where supplemental academic support is provided. Our staff proudly instructs and assists nearly 850 students. We take great pride in educating and nurturing our students in this critical two year span while preparing them for high school and beyond.

Outlined in the plan that follows we have identified actions and services that help in meeting the needs of all our students. Through a method that mirrored the District's own Stakeholder Engagement process we took input from students, staff, and our community to align District and State priorities with our own specific site needs using data and measurable outcomes. Below is our story as we relate Montgomery Middle's actions in meeting our student needs. These actions paired with our faculty and staff make it great to be a Mayan!

Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

We currently employ 43 certificated teachers and 38 classified staff. Many of our programs support the specific needs of GATE identified students, students with disabilities, low income, foster youth, and English learners. We provide training and support through weekly Professional Learning Communities, technology workshops, District facilitated trainings, faculty meetings, department pullouts, in-service days, and specialty trainings that cover everything from Autism to bilingual education.

In supporting our teachers with providing best first instruction our Professional Development plan is focused on providing support with planning, implementing, and sharing of structured student interactions. Our past work with the research of John Hattie's meta-analysis with Visible Learning guide our professional learning plans. We are building on last years focus of clarity and engagement to maximize the impact our instruction has on student success. Our continued commitment to improve literacy is done school-wide through the use of Achieve 3000, Accelerated Reader, and AVID strategies while collaborating usage in all subject areas.

Our extensive AVID and AVID Excel programs provide students access to experiences, skills, and mindset to make going to college an active goal. Study strategies, peer tutorials, along with mentoring from college tutors provide students with the tools needed to succeed on a pathway towards college enrollment. Field trips and collaboration experiences allow for students to see the reality that college affords them. Data shows that AVID students earn a higher average GPA than those not taking the course.

The collaborative spirit of our departments and staff are highlighted within our professional learning communities. Led by key faculty and supported by the entire staff these groups collaborate to plan for common lesson, assessments, and activities. These groups also analyze data and student outcomes to best predict what students will need. Common Core Standards, Next Generation Science Standards, along with English Language Arts and English Language Development frameworks guide our work and practices. Using Google Forms we have created accountability as well as a system for reflection ultimately increasing the rigor and relevance of our classroom instruction. This school year, led by our Assistant Principals, we are meeting with Curriculum Specialists and resource teachers to build leadership capacity and support for PLC work.

Technology and 21st century skills play an important role at Montgomery Middle in the support of teaching and learning. Our Site Curriculum Specialists, Genius Bar, along with our Blended Learning Specialists provide insight on how to best use technology to redefine and enhance classroom instruction. Each student is issued an iPad, however we teach our students over multiple platforms while stressing digital citizenship. The formation of our Technology Team led by our Blended Learning Specialist lead the support and implementation of technology to further support classroom instruction.

Thursday Tech Tips, SDCUE, District trainings, Student Technology Bootcamps, and the 2nd annual Sweetwater Solar Sprint are but a few of the events we host or attend in furthering our development in educational technology. Our classrooms are rich in educational experiences where students use technology to create, collaborate, and exhibit learning with skills that will serve them in high school, college, and the workforce. This year we have added an advanced Computer Science course, makerspace room, as well as increased Robotics opportunities.

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

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

**Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the District.**

In creating a safe and healthy environment to support student success we address both the physical and mental needs of our students. Our custodial crew along with staff ensure our campus is clean and one that our community can be proud of. With recent Proposition O and before that Proposition BB our site has a mixture of renovated rooms along with two new structures that were completed in 2013. Each classroom has air conditioning, updated computers and projectors, and Wi-Fi throughout campus. Our newest state of the art buildings are LEED (Leadership in Energy and Environmental Design) Certified being built with sustainable and local materials that operate while conserving resources. Pictured on our Website and easily seen from Picador Boulevard these recently completed structures are a highlight within our community.

To further ensure the well being of our kids we employ two campus assistants, 2 Assistant Principals, 3 counselors, a school nurse, school psychologist, Community Relations Facilitator, and Community Resource Center. Our parent volunteers have increased in numbers each of the past three years and they provide supervision and assistance in a variety of areas. Safety drills are held quarterly to prepare for fires, evacuations, lockdowns, heightened security, earthquakes, and reunification.

In serving students from the ages of 12 – 14 we understand our responsibility in helping them deal with the many social and emotional changes that occur during their time in middle school. Programs such as AVID, Peer Mediation, WEB (Where Everyone Belongs), ASB, SST (Student Study Team), and Club Maya help students feel a sense of pride and belonging to Montgomery Middle School. Some of these programs build student's self esteem and excitement for school while others assist in getting help and support. Our counselors and staff are highly trained in assessing student's social emotional needs and even better at utilizing agencies such as our own Community Resource Center to connect families to assistance.

As an entire school site we are going through the Strength-based Institute. Through assessments, trainings, and practice we have identified our talents and how to best use them in the world around us. Strengths will give us common language in which to build positive relationships in teaching and learning across campus. School activities and culture will further support this growth mindset. This year we are building understanding of a strengths-based approach with parents and the community through their inclusion on activities at various community and site events. In our partnerships with the County Office of Education, YMCA, SDPD, and Youth Development Network we have begun to build a community that supports our students through strengths.

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

**Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success.**

Montgomery Middle School welcomes parent volunteers. Our Community Relations Facilitator and Coordinated Integrated Services position recruit parents to supervise, assist with activities, prepare materials, and most importantly give input. The Parent Center and CIS office serve as a hub for parents to collaborate as well as access many support services.

Parent contacts are made through school-wide meeting and through multi-media connections such as texting, email, website, Facebook, phone calls, and postal service. Our families are offered a voice through such school meetings as Open House, Academic Success Parent Night, Coffee with Principal, Compact for Success trip, College and Career Night, School Site Council, Title I, and the English Learner Advisory to name a few opportunities. Invitations to our Mayan Revolution allow parents to shadow their children to gain insight to our academic practices and our positive school culture. At each of these events along with our Parent Needs Assessment survey we seek and use parental feedback to assist in completing our Single Plan for Student Achievement.

To supplement our on site events, meetings, and trainings we are continuing to increase our use of technology to bridge any communication gaps. In response to previous parent input we are implementing a school Facebook page this year. Through our website we post resources such as video tutorials to assist in accessing grades, presentations on academic requirements, and information on upcoming events. Next steps include having minutes and resources from all on site parent meetings posted online.

To further our outreach into the community we pair with SDPD, service clubs, health clinics, community resource centers, and local businesses. The connections bring mentorships, rewards, free services, and other opportunities that help our students thrive, physically, emotionally, and academically. Community events also give our kids the chance to highlight their accomplishments and bring a sense of pride to the Otay Mesa area.

**Goal 4: Develop coherent and transparent systems for operational excellence to support each student's success.**

Site groups such as the Faculty Advisory Committee/Site Leadership Team, Classified Advisory Committee, Student Leadership groups, Student Study Team, Student Leadership Team, School Site Safety Committee, AVID Site Committee, and School Site Council work to identify ways to comprehensively support student success. The groups provide input for our processes and procedures. Meetings allow for streamlined communication and feedback on budgets, maintenance, staffing, and programs. The perspectives of all stakeholders continually improve our systems of support.

In coordination with our District Office we staff our site with highly qualified personnel. Our faculty and support staff continues to receive professional development on site, through District and County Offices, along with related leading edge conferences and seminars. These trainings ensure our staff are equipped with the knowledge to assist our students in gaining the 21st century skills that they will need in high school, college, and the work force.

Our recent partnerships with the CORE Districts and the National Center for Urban School Transformation have increased our focus with school systems. We now have access to a wider range of data that considers climate and culture into academic success. NCUST and the CORE Districts provide us with examples of successful schools as well as common frameworks within these schools. Our goal is to use this information to identify the systems we have in place that prohibit success so that we can remove them and the focus to create systems that increase access to success for all students.

Mission/Vision- MOM is currently on revising our mission and vision statements.

**Student Enrollment by Grade Level (School Year 2016-17)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 432                |
| Grade 8                 | 429                |
| <b>Total Enrollment</b> | <b>860</b>         |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 2                           |
| American Indian or Alaska Native | 0                           |
| Asian                            | 6%                          |
| Hispanic or Latino               | 64%                         |
| White                            | 22%                         |
| Two or More Races                | 3%                          |
| Socioeconomically Disadvantaged  | 75%                         |
| English Learners                 | 31.2%                       |
| Students with Disabilities       | 13.6%                       |
| Foster Youth                     | 2.1%                        |

## 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  |
| <b>With Full Credential</b>   | 39      | 51      | 41      | 1665     |
| <b>Without Full Credential</b>  | 6       | 1       | 2       | 128      |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments *</b>                 | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 4       | 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.

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

Year and month in which data were collected: August 2017

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|---|----------------------------------|---|
| <b>Reading/Language Arts</b> | Textbooks and instructional materials were adopted consistent with the textbook cycle 2003-04. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |
| <b>Mathematics</b>           | 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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |
| <b>Science</b>               | Textbooks and instructional materials were adopted consistent with the textbook cycle 2007-08. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>History-Social Science</b>                     | 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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |
| <b>Foreign Language</b>                           | Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-17. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |
| <b>Health</b>                                     | Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a> | Yes                              | 0.0   |
| <b>Visual and Performing Arts</b>                 | Currently no textbook adopted for Art   | Yes                              | 0.0   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Not applicable to middle schools.   |                                  | 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 1971. Additions were constructed in 1991. Four portable classrooms were constructed in 1991. In 2012 MOM experienced new construction. The following buildings were re-built: 200, 300, library, ASB, counseling office, cafeteria, kitchen, lunch area and an after-school classroom. There were also two work rooms, and elevator added.

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

#### Maintenance and Repair

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

#### Cleaning Process and Schedule

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

#### Deferred Maintenance Budget

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

For the 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.

**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

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

**Overall Facility Rating (Most Recent Year)**

| <b>Year and month of the most recent FIT report: January 2017</b> |                  |             |             |             |
|---|------------------|-------------|-------------|-------------|
| <b>Overall Rating</b>   | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |
|   |                  |             | 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 40  | 40      | 53       | 53      | 48      | 48      |
| Mathematics<br>(grades 3-8 and 11)                    | 20  | 19      | 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                        | 818              | 792           | 97%            | 40.91                   |
| Male                                | 421              | 410           | 97.3%          | 45.03%                  |
| Female                              | 397              | 382           | 96.2%          | 37.07%                  |
| Black or African American           | 16               | 14            | 87.5%          | 50%                     |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | 43               | 43            | 100%           | 74.41%                  |
| Hispanic or Latino                  | 701              | 679           | 97%            | 37.11%                  |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 15               | 15            | 100%           | 60%                     |
| Two or More Races                   | 29               | 28            | 96.5%          | 60.71%                  |
| Socioeconomically Disadvantaged     | 569              | 548           | 96.3%          | 36.68%                  |
| English Learners                    | 238              | 218           | 92%            | 6.88%                   |
| Students with Disabilities          | 118              | 116           | 98.3%          | 8.62%                   |
| 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                        | 818              | 808           | 98.7%          | 19.19%                  |
| Male                                | 421              | 417           | 99%            | 18.95%                  |
| Female                              | 397              | 391           | 98.4%          | 19.44%                  |
| Black or African American           | 16               | 14            |                | 21.43%                  |
| Asian                               | --               | --            | --             | --                      |
| Filipino                            | 43               | 43            | 100%           | 46.51%                  |
| Hispanic or Latino                  | 701              | 693           |                | 16.59%                  |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 15               | 15            | 100%           | 33.33%                  |
| Two or More Races                   | 29               | 29            | 100%           | 27.58%                  |
| 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) | 30  | 44      | 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.

## 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 |
| 7           | 20  | 22                    | 11.2                 |

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)

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District Parent Involvement Opportunities:

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

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

School Site Parent Involvement Opportunities:

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

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

Additional Parent Involvement Activities:

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

Open House  
Career Fair  
College Making It Happen/Compact for Success  
Future Mayan Night  
Orientation meetings  
Coffee with the Principal  
Parent Workshops  
Academic Success Night  
Sports/After School Program  
Mayan Revolution Day

## 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 |
| <b>Suspensions</b> | 4.8     | 5.4     | 3.5     | 5.7      | 4.6     | 4.6     | 3.8     | 3.7     | 3.6     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.1      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2017-18)

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.

## 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  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2010-2011 | 2008-2009 |
| <b>Year in Program Improvement*</b>                        | Year 4    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 19        |
| <b>Percent of Schools Currently in Program Improvement</b> | 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+ |
| <b>English</b>        | 26              | 12                   | 14    | 14  | 26              | 15                   | 10    | 16  | 22              | 21                   | 17    | 6   |
| <b>Mathematics</b>    | 30              | 5                    | 10    | 13  | 26              | 13                   | 10    | 11  | 23              | 15                   | 15    | 5   |
| <b>Science</b>        | 29              | 6                    | 10    | 15  | 27              | 7                    | 21    | 5   | 26              | 9                    | 16    | 6   |
| <b>Social Science</b> | 33              | 2                    | 6     | 18  | 30              | 3                    | 13    | 12  | 29              | 5                    | 18    | 5   |

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                                  | 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  | 0.8                              | 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   | 0.5                              | 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                      | \$0.0               | \$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

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 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/>.

### **Professional Development (Most Recent Three Years)**

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For the 2014-15, 2015-16, 2016-17 school years, Montgomery Middle School staff participated in various professional development opportunities in and out of our school. District wide, teachers participate in Zone/Cohort meetings where they meet with district TOLSAs to receive, share common practices, ideas and alignment with other schools. MOM also conducts quarterly pull out days, where teachers are able to plan and learn from each other. MOM has attended many national and state conferences such as CUE, CABE and participate heavily on PD offered through the SDCOE. On an ongoing basis, most Fridays students leave early and teachers participate in PLC's where they evaluate data, share common practices and collaborate on lessons.