

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2015-2016 School Year**  
*Published During 2016-2017*

**For: Monterey Trail High School**

**Address:** 8661 Power Inn Road, Elk Grove CA, 95624

**Principal:** Erik Swanson

**Phone:** (916) 688-0050

**Grade Span:** 9-12

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 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/fq/aa/lc/>.
- For additional information about the school, parents 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

### District Contact Information (School Year 2016-2017)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	choffman@egusd.net

### School Contact Information (School Year 2016-2017)

<b>School Name</b>	Monterey Trail High School
<b>Street</b>	8661 Power Inn Road
<b>City, State, Zip</b>	Elk Grove CA, 95624
<b>Phone Number</b>	(916) 688-0050
<b>Principal</b>	Erik Swanson
<b>E-mail Address</b>	eswanson@egusd.net
<b>Web Site</b>	<a href="http://mths.schoolloop.com/">http://mths.schoolloop.com/</a>
<b>County-District-School(CDS) Code</b>	34673140105916

### School Description and Mission Statement (School Year 2016-2017)

Our mission at Monterey Trail High School is to create a learning community that will challenge all students to realize their greatest potential while preparing them for their future. In order to help us accomplish this mission we created the following Expected Schoolwide Learning Results (ESLRs):

#### Academic Proficiency

Students will:

- Meet or exceed district and California State Standards in all curricular areas.
- Demonstrate proficiency on school, district, and state standardized assessments.

#### Critical Thinking and Problem Solving

Students will:

- Apply a variety of strategies to solve academic challenges and prepare for real-world experiences.
- Analyze, interpret, and evaluate information in order to draw logical conclusions.

#### College and Career Readiness

Students will:

- Plan and prepare for life beyond high school and acquire skills for success.
- Develop knowledge and abilities that can be applied in real-world settings.

#### Responsible Citizenship

Students will:

- Demonstrate the Positive Learning Behaviors.
- Contribute time, energy, and talent to improve our school and community.
- Respectfully celebrate the diverse cultures of our school community.

#### Effective Communication

Students will:

- Express academic and creative concepts in a variety of formats.
- Work effectively in groups using a variety of communication strategies.

For the Green and the Gold, Go Mustangs!

Erik Swanson, Principal  
Monterey Trail High School

### Student Enrollment by Grade Level (School Year 2015-2016)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	614
Grade 10	567
Grade 11	567
Grade 12	544
Ungraded Secondary	10
<b>Total Enrollment</b>	<b>2302</b>

### School Enrollment by Student Group (School Year 2015-2016)

Student Group	Percent of Total Enrollment
Black or African American	17.50%
American Indian or Alaska Native	0.30%
Asian	34.60%
Filipino	7.10%
Hispanic or Latino	27.10%
Native Hawaiian or Pacific Islander	3.30%
White	5.50%
Two or More Races	4.60%
Socioeconomically Disadvantaged	71.60%
English Learners	13.30%
Students with Disabilities	9.20%
Foster Youth	0.90%

## 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 2014-2015	School 2015-2016	School 2016-2017	District 2016-2017
With Full Credential	100	101	107	3072
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	3	3	52

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-2015	2015-2016	2016-2017
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	4	4
Vacant Teacher Positions	0	1	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 2015-2016)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.24%	4.76%
All Schools in District	95.63%	4.37%
High-Poverty Schools in District	95.77%	4.23%
Low-Poverty Schools in District	95.42%	4.58%

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, and Availability of Textbooks and Instructional Materials (School Year 2016-2017)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 16 and September 6, 2016

Year and month in which data were collected: August 16, 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd- 6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> .  Adopted EGUSD 2016	Yes	0
<i>Literature &amp; Language Arts</i> by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition  2002 SBE adoption Adopted EGUSD 2003	No	0
<i>Literature &amp; Language Arts</i> by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition  Adopted EGUSD 2003	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses:  11 <sup>th</sup> - <i>Language of Composition</i> , Bedford/St. Martins ©2008  12 <sup>th</sup> - <i>Bedford Introduction to Literature</i> , V.H.P.S. ©2008  Adopted EGUSD 2003	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses:  <i>Literature &amp; Language Arts, course #5</i> by HRW © 2003; <i>Bedford Introduction to Literature</i> , V.H.P.S. © 2008; <i>Theory of Knowledge</i> , Cambridge University	Yes	0

	<p>Press © 2009</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2003</p> <p>Adopted EGUSD 2010</p>		
<b>Mathematics</b>	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th – Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th -8th Go Math, Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2014  <i>Integrated Math 1, Integrated Math 2, Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016	Yes	0
	9th-12th - <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Geometry-Concepts &amp; Skills</i> , McDougal/Littel © 2001; <i>Algebra 2</i> , © 2001, <i>Trigonometry</i> 5th Edition, <i>Precalculus with Limits</i> © 2005, McDougal/Littell; <i>Elementary Statistics</i> Glencoe/McGraw Hill © 2006 Adopted EGUSD 2002	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses:  <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012  <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. Adopted EGUSD 2016	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses:  <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition; <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; <i>Calculus</i> 7th edition, McDougal Littell © 2002  Adopted EGUSD 2012	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per student.		





	Supplemental for English Learners:  <i>Earth Science</i> , AGS Globe/Pearson, © 2003 Adopted EGUSD 2008		
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i>  Adopted EGUSD 2007	Yes	0
Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 <sup>th</sup> - <i>Ancient Civilizations</i> 7 <sup>th</sup> - <i>Medieval to Early Modern Times</i> 8 <sup>th</sup> - <i>United States History</i>  Adopted EGUSD 2007	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008; <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006; <i>American Anthem- Modern American History</i> , HRW © 2007; <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson  Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses  <i>The Earth and Its Peoples - A Global History</i> , <i>The American Pageant</i> , Houghton/Mifflin © 2006; <i>Government in America- People, Politics, and Policy</i> , Prentice/Pearson © 2008; <i>Economics AP Edition</i> , McGraw-Hill © 2008;  Adopted EGUSD 2008  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015; <i>America's History</i> © 2014, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth  Adopted EGUSD 2016	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses:  <i>History of the Americas</i> © 2011, <i>20th Century World History</i> © 2009, Oxford University Press  Adopted EGUSD 2012	Yes	0



	Supplemental for English Learners  <i>World Geography &amp; Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001 , Pacemaker Series, AGS Globe Fearon  Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Realidades</i> I, II, III, IV, Pearson © 2014; <i>Bien dit!</i> I, II, III, HMH © 2013; <i>Intrigue 3rd Edition</i> , Pearson © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui, © 2004; Adopted EGUSD 2000  <i>Haruichiban</i> and <i>Ginga</i> , Kisetu, © 2014; <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010 Adopted EGUSD 2014	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses:  <i>Abriendo Puertas</i> , McDougal Littell © 2003; <i>Temas</i> , Vista Higher Learning © 2014. <i>Intrigue 3e</i> , Pearson © 2011 <i>Yookoso!</i> , McGraw-Hill © 2006 <i>Kaleidoskop</i> , Houghton Mifflin © 2007  Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2008 Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses:  <i>Manana, LeMonde de Francais</i> , Advanced Materials © 2011; <i>Adventures in Japanese</i> III, Cheng & Tsui © 2004; <i>Yookoso!</i> McGraw-Hill ©2006; <i>Abriendo pasa Grammatica</i> , Pearson © 2014  Adopted EGUSD 2000 Adopted EGUSD 2007 Adopted EGUSD 2012 Adopted EGUSD 2014	Yes	0
<b>Visual and Performing Arts</b>			
All 7 <sup>th</sup> - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Exploring Visual Design</i> , Davis ©2000; <i>Exploring Theatre</i> , McGraw-Hill ©1997  Adopted EGUSD 2000	Yes	0
	9-12th: <i>Art in Focus</i> © 2000, <i>The Stage &amp; the School</i> © 2005, <i>Art Talk</i> © 2005, Glencoe; <i>Exploring Painting</i> © 2003, <i>The Visual Experience</i> © 2005, <i>Photographic Eye</i> © 1995, Davis Publ.; <i>Make It In Clay</i> © 2000, <i>Hands in Clay</i> © 2004, <i>Theatrical Design &amp; Production, Play Production Today</i> © 2005, McGraw-Hill; <i>Black and White Photography</i> © 2002, <i>Jazz Dance Today</i> © 1994, West Publ.; <i>Choreography</i> © 1997, <i>A Sense of Dance</i> ©	Yes	0

	<p>2005, Human Kinetic; <i>Playing Contemporary Scenes</i>, Merwetter © 1996; <i>Dance - the Art of Production</i>, Princeton © 1995</p> <p>Adopted EGUSD 2000</p>		
<p>AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>AP Courses:</p> <p><i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth ©2005; <i>Music in Theory &amp; Practice</i>, Glencoe ©2003; <i>Art Context &amp; Criticism</i>, Brown &amp; Benchmark © 1996</p> <p>Adopted EGUSD 2000</p>	Yes	0
<b>Health</b>	All 9-12 Health books are provided one per student.		
<p>All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p><i>Health</i>, Glencoe © 2004</p> <p>Adopted EGUSD 2004</p>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

## School Facility Conditions and Planned Improvements (School Year 2016-2017)

Monterey Trail High School opened in August 2004 with 14 buildings (pods). Each pod had a central work area in the center. The school currently has 71 classrooms and a shared library with the middle school. In addition, there are 7 computer labs, a community room, a choir room, a band room, a dance studio, a black box theatre, a ceramics studio, an auxiliary gym, a wrestling room, a photo room, an art room, a weight room, an animation room, a career center, a work room, a staff lounge and student services and administration buildings. Eight portable classrooms were added in 2006. Four were added in 2007. The site has seven computer labs and six chrome book rolling carts to make technology more accessible to students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA 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 district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

## School Facility Good Repair Status (School Year 2016-2017)

Using the most recent 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

Date of facilities inspection: 5/1/2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			NA
<b>Interior:</b> Interior Surfaces	x			NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			NA
<b>Electrical:</b> Electrical	x			NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			NA
<b>Safety:</b> Fire Safety, Hazardous Materials	x			NA
<b>Structural:</b> Structural Damage, Roofs	x			NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

## Overall Facility (School Year 2016-2017)

	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Overall Rating	<b>x</b>			

The district's maintenance and operations departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with administration to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine restricted maintenance at levels beyond the State required minimum and continues to use local resources to fund projects previously considered as part of the States former DMP.

In addition the District has continued to fund the Routine Restricted Maintenance (RRM) account at percentages above the State Minimum. For the 2013-2014 fiscal year the district funded RRM at \$13,829,852 or 2.86% of its General Fund Budgeted Expenditures. The district's complete deferred maintenance plan is available at the district office.

We have no projects at this time.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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 pupils 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 (School Year 2015-2016)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	60%	54%	49%	52%	44%	48%
<b>Mathematics (grades 3-8 and 11)</b>	29%	35%	41%	42%	34%	36%

Note: Percentages 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 ELA by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2015-2016)

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	552	536	97.10	54.12
Male	295	286	96.95	49.47
Female	257	250	97.28	59.44
Black or African American	92	87	94.57	31.03
American Indian or Alaska Native				
Asian	197	190	96.45	68.78
Filipino	35	35	100.00	91.18
Hispanic or Latino	150	149	99.33	36.91
Native Hawaiian or Pacific Islander	14	13	92.86	76.92
White	34	33	97.06	57.58
Two or More Races	30	29	96.67	58.62
Socioeconomically Disadvantaged	399	389	97.49	49.74
English Learners	58	53	91.38	13.21
Students with Disabilities	57	52	91.23	9.62
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 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 students that did not receive a score; 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 students with scores.

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2015-2016)

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	552	540	97.83	34.57
Male	295	289	97.97	34.15
Female	257	251	97.67	35.06
Black or African American	92	87	94.57	16.28
American Indian or Alaska Native				
Asian	197	194	98.48	48.45
Filipino	35	35	100.00	52.94
Hispanic or Latino	150	149	99.33	19.46
Native Hawaiian or Pacific Islander	14	13	92.86	30.77
White	34	33	97.06	51.52
Two or More Races	30	29	96.67	34.48
Socioeconomically Disadvantaged	399	393	98.50	31.20
English Learners	58	57	98.28	8.77
Students with Disabilities	57	52	91.23	11.76
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 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 students that did not receive a score; 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 students with scores.



## CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
<b>Science (grades 5, 8, and 10)</b>	56%	56%	57%	65%	63%	63%	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 2015-2016)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
<b>All Students</b>	562	543	96.62	57.27
<b>Male</b>	264	250	94.70	54.80
<b>Female</b>	298	293	94.70	54.80
<b>Black or African American</b>	93	93	100.00	48.39
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	199	193	96.98	67.36
<b>Filipino</b>	42	42	100.00	64.29
<b>Hispanic or Latino</b>	161	152	94.41	46.71
<b>Native Hawaiian or Pacific Islander</b>	19	19	100.00	42.11
<b>White</b>	30	30	100.00	63.33
<b>Two or More Races</b>	16	13	81.25	84.62
<b>Socioeconomically Disadvantaged</b>	419	404	96.42	52.72
<b>English Learners</b>	70	66	94.29	13.64
<b>Students with Disabilities</b>	47	46	97.87	15.22
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

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

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

### Career Technical Education Programs (School Year 2016-2017)

Our school prepares students to succeed in college and careers through the development of conceptual thinking, effective communication, and creativity. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. School academic counselors offer additional support. Monterey Trail High School is proud of its on-campus College and Career Center. All students complete an annual college and career unit, designed to stimulate interest in a variety of careers. Our college and career program identifies courses that students should take at MTHS and provides information on colleges and universities that offer the majors students want and need. Scholarship opportunities, financial aid programs, and SAT and ACT information are all available in the MTHS College and Career Center. At Monterey Trail High School, we have a Design and Technology (DATA) academy with three different career and technical strands that can provide students with an introduction to technical careers. These courses of study are engineering, computer science and architectural design. Students also have access to Regional Occupation Programs (ROP) through our academic counselors. Regardless of the career path chosen, Monterey Trail High School makes every effort to work with the students to ensure that they meet district and state graduation standards and are eligible for college.

### Career Technical Education Participation (School Year 2015-2016)

Measure	CTE Program Participation
Number of pupils participating in CTE	316
Percent of pupils completing a CTE program and earning a high school diploma	100.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.22%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-2016 Pupils Enrolled in Courses Required for UC/CSU Admission	95.70%
2014-2015 Graduates Who Completed All Courses Required for UC/CSU Admission	62.40%

# 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 area of physical education.

## California Physical Fitness Test Results (School Year 2015-2016)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	12.7	32.7	44.7

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 2016-2017)

Parents can become involved at Monterey Trail High School by volunteering with student clubs and ASB activities, attending school performances and competitions, joining our Band or Athletics booster programs, or signing up for the School Site Council.

Of course, the best way to be involved is to support and work with your child on their academic achievement. All parents should register for School Loop, our electronic communication tool. For more information, please call Nicole Brown our Community Involvement Coordinator at 688-0050.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
<b>Dropout Rate</b>	1.8	3.2	2.3	5.4	4.8	4.9	11.4	11.5	10.7
<b>Graduation Rate</b>	96.81	95.33	95.53	88.11	89.7	89.87	80.44	80.95	82.27

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

Group	School	District	State
<b>All Students</b>	102.71	92.96	85.66
<b>Black or African American</b>	93.33	78.06	76.88
<b>American Indian or Alaska Native</b>	150	133.33	74.87
<b>Asian</b>	101.67	97.3	92.78
<b>Filipino</b>	105.41	111.54	96.8
<b>Hispanic or Latino</b>	108.11	93.78	84.49
<b>Native Hawaiian or Pacific Islander</b>	107.14	102.41	84.88
<b>White</b>	83.33	96.5	87.23
<b>Socioeconomically Disadvantaged</b>	153.33	78.11	91.36
<b>Two or More Races</b>	125.77	101.24	76.61
<b>English Learners</b>	76.71	82.74	50.9
<b>Students with Disabilities</b>	97.14	79.45	68.38
<b>Foster Youth</b>	--	--	--

## 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		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
<b>Suspensions</b>	9.68	7.71	6.07	5.27	4.78	4.28	4.36	3.80	3.65
<b>Expulsions</b>	0.04	0.17	0.08	0.03	0.05	0.04	0.10	0.09	0.09

### School Safety Plan (School Year 2016-2017)

Student safety is of primary importance to us at Monterey Trail High School. We are committed to providing a safe and secure environment for student learning. All student events are supervised by campus security, administration, staff and/or law enforcement in order to ensure a safe environment. Our staff reviewed and updated the Comprehensive Safe School Plan in January 2016, and the plan is published on our school website. Included in the plan are monitoring practices that not only address student safety during school hours, but before and after school as well. We conduct multiple drills early in each school year so that staff and students understand procedures in case of an emergency. The best way to stay safe is to remember: "If you see something unsafe, tell an adult."

## 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 2016-2017)

Indicator	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	3
Number of Schools Currently in Program Improvement	NA	12
Percent of Schools Currently in Program Improvement	NA	92.3

Note: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-2014 Number of Classes*			Avg. Class Size	2014-2015 Number of Classes*			Avg. Class Size	2015-2016 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	17	18	32	24	28	12	29	22	28	30	19
Mathematics	27	15	29	18	28	14	39	8	25	13	36	17
Science	26	11	13	17	23	14	21	12	24	11	26	8
Social Science	24	16	13	21	22	23	14	21	21	18	24	11

\* 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 2015-2016)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	384
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.55	N/A
Resource Specialist (non-teaching)	0	N/A
Other	11.7816	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 2014-2015)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,012	\$986	\$6,026	\$71,135
District	N/A	N/A	\$5883	\$73,322
Percent Difference - School Site and District	N/A	N/A	-194%	-3%
State	N/A	N/A	\$5,677	\$75,837
Percent Difference - School Site and State	N/A	N/A	6%	-6%

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

### Types of Services Funded (Fiscal Year 2016-2017)

Monterey Trail High School employs a highly qualified staff to assist students with special learning needs. Our "Strategies" department provides support for special education students. Additionally, we offer extended learning opportunities in Math and English for general education students who need additional support to meet the standards. Specially trained SDAIE instructors help our English Learners access the core curriculum, and assist students placed in classes to learn English as needed. All students have an opportunity to participate in multiple Honors and Advanced Placement (AP) courses. We offer two different four-year programs designed to prepare students for college and careers: The AVID Program (Advancement Via Individual Determination) and the Design and Technology Academy (DATA).



## Teacher and Administrative Salaries (Fiscal Year 2014-2015)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,073	\$45,092
Mid-Range Teacher Salary	\$62,389	\$71,627
Highest Teacher Salary	\$87,906	\$93,288
Average Principal Salary (Elementary)	\$114,486	\$115,631
Average Principal Salary (Middle)	\$116,400	\$120,915
Average Principal Salary (High)	\$128,425	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	41.00%	37.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

## Advanced Placement (AP) Courses (School Year 2015-2016)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	8	N/A
All courses	18	22.76%

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

\* Where there are student course enrollments.

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers and non-instructional support staff. Our school has a weekly late start Thursday schedule in order for teachers to meet in Professional Learning Communities. Teachers use this time to meet in teams to calibrate curriculum, create common assessments, improve instructional practice, and review student work as it relates to the new Common Core State Standards. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program (BTSA). They meet weekly with an experienced mentor to discuss their successes and work through their challenges.

	2014-2015	2015-2016	2016-2017
School Days Dedicated to Staff Development	4	4	4