For: Monterey Trail High School

Address: 8661 Power Inn Rd, Elk Grove, CA 95624   **Phone:** 916-688-0050
Principal: Lara Ricks   **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/fg/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.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu.

About This School

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

School Contact Information (School Year 2024 - 2025)

School Name	Monterey Trail High School
Street	8661 Power Inn Rd
City, State, Zip	Elk Grove, CA 95624
Phone Number	916-688-0050
Principal	Lara Ricks
E-mail Address	LRicks@egusd.net
Web Site	http://mths.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673140105916

School Description and Mission Statement (School Year 2024 - 2025)

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.

Established in 2004, the seventh high school in the Elk Grove Unified School District, Monterey Trail High School is named after its proximity to the historic Monterey Trail of the 19th century which was used by travelers of the time to travel to Monterey, the capital of both Spanish and Mexican California.

The school color of hunter green is based on the abundant amount of trees along the areas of Elk Grove, Laguna Creek, and Franklin. The second color of gold is based on the Monterey Trail becoming well traveled after the discovery of gold. The third school color is black. The school mascot, the Mustang, is based on the horses that travelers rode while traveling the Monterey Trail in the 19th Century.

We were founded with the Core Values that are represented on our school crest as a Community with Respect, Integrity and Confidence. Today, the four core values are our foundation throughout and beyond campus. We have reached Gold level status for our Positive Behavior Intervention and Supports (PBIS) due to our outstanding work teaching and supporting our expectations surrounding these core values and we continue to reteach and support students throughout as needed. We are a school who believes in positive relationship building and restorative practices while delivering high quality instruction as we intentionally work to continuously improve and remove barriers for all to succeed. Taking a proactive approach through community building and trying to meet our students where they are at while holding them to high expectations is what we are about at MT.

We also know and value the importance of working together as one Trail, not only as a united staff, but also with all educational partners; parents, guardians, families and community members. As the world continues to shift and change, we continue to be lifelong learners, asking for and accepting feedback to grow and improve every day to help our students to be successful.

We love our Mustangs and are excited to continue to do everything with "what's best for our students" at the forefront of all of our actions.

WE ARE MT. A COMMUNITY with RESPECT, INTEGRITY and CONFIDENCE.

Lara Ricks, Principal
Monterey Trail High School

Student Enrollment by Grade Level (School Year 2023 - 2024)

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
Grade 9	571
Grade 10	551
Grade 11	592
Grade 12	584
Total Enrollment	2298

Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	37.70%
Black or African American	16.60%
Filipino	6.10%
Hispanic or Latino	23.00%
Native Hawaiian or Pacific Islander	3.60%
Two or More Races	7.40%
White	5.10%
English Learners	10.70%
Foster Youth	0.20%
Homeless	1.80%
Migrant	0.20%
Socioeconomically Disadvantaged	69.80%
Students with Disabilities	12.40%

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 Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.70	89.74%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.50	0.48%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	1.44%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	1.31%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	7.20	7.01%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	103.30	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	95.50	87.85%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	2.14%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	10.80	10.00%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	108.70	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	100.20	92.21%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.20	0.18%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	3.11%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	4.80	4.49%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	108.60	100.00%	3060.40	100.00%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	0.60	0.90	1
Misassignments	0.80	1.30	2.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.40	2.30	3.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	1.30	0.00	0

Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60%	1.3%	2.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40%	0.4%	2.7%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Year and month in which data were collected: September 3, 2024

Subject	Textbooks and Instructional Materials | Year of Adoption (Translation of textbook names available on request)		
Reading/Language Arts	**All English/Language Arts books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
California Wonders 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- *Your Turn Practice Book* 1st- *Literature Anthology units 1-4, Your Turn Practice Book* 2nd-6th: *Literature Anthology, Your Turn Practice Book* Adopted EGUSD 2016	Yes	0
CA StudySync by McGraw Hill, © 2017 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 Adopted EGUSD 2017	Yes	0
English books by multiple publishers 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 *CA StudySync* by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - *Advanced Language & Literature*, Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	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: 11th - *Language of Composition*, Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - *Literature & Composition*, Bedford/St. Martins © 2022 Adopted EGUSD 2022	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: *Theory of Knowledge*, Oxford University Press © 2020 Adopted EGUSD 2020 *English A: Literature for the IB Diploma*, Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	**All Math books K-12 are provided one per student.**	**From Most Recent Adoption?**	**Percent Students Lacking Own Assigned Copy**
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Envision Math, © 2020, © 2021 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 2023	Yes	0

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Imagine IM Math, © 2024 in grades 7-8 and *Reveal Math 1* © 2020 in grade 8. 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:	7th-8th *Imagine IM, Imagine Learning* © 2024; *Reveal Integrated Math 1*, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. 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:	9th-12th *Statistics & Probability with Applications 3e* Bedford Freeman & Worth © 2016; *PreCalculus with Limits 4e* Cengage © 2018 Adopted EGUSD 2018 *Reveal IM Math 1-3* McGraw Hill © 2020 Adopted EGUSD 2024	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: *Calculus: Graphical, Numerical*, Pearson 2016; *Practice of Statistics*, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 *Calculus 11th edition*, Cengage © 2018 Adopted EGUSD 2018	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: *Calculus: Graphical, Numerical*, Pearson © 2016 Adopted EGUSD 2016 *Mathematics Core Topics SL1* © 2019; *Mathematics Core Topics HL1* © 2019; *Mathematics Analysis & Approaches SL2* © 2019; *Mathematics Analysis & Approaches HL2* © 2019; *Mathematics Applications & Interpretation SL2* © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0

Science	All 2-12 Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Earth & Space Science* 7th - *Life Science* 8th - *Physical Science* Adopted EGUSD 2020	Yes	0
Science books by multiple publishers 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:	*Chemistry in the Community* © 2006, VHPS; Adopted EGUSD 2006 *Foundations in Microbiology*, McGraw Hill, © 2005 Adopted EGUSD 2008 *The Living Earth*, © 2019, *Physics in the Universe*, © 2019, *STEMscopes, Experience Chemistry*, © 2019 Pearson; Adopted EGUSD 2020 *Foundations of Astronomy*, Cengage © 2019, *Criminalistics*, Pearson © 2021, *Hole's Essentials of Anatomy & Physiology* © 2021, McGraw Hill; *Visualizing Environmental Science*, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0

		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
AP science books by multiple publishers 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:	AP Courses: *Campbell Biology in Focus*, Pearson © 2020; *Chemistry: A Molecular Approach*, Pearson © 2023; *Environmental Science for the AP Course*, Bedford/St. Martin © 2019; Adopted EGUSD 2022 *College Physics, Cengage* © 2023 Adopted EGUSD 2024	Yes	0
IB science 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: *Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e*, Pearson © 2023 Adopted EGUSD 2024	Yes	0

History-Social Science	All 1-12 History-Social Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - *Big Book Package*. No student materials. Adopted EGUSD 2016	Yes	0
Impact: California by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- *Learning and Working Now and Long Ago* 1st - *A Child's Place in Time and Space* 2nd - *People Who Make a Difference* 3rd - *Continuity and Change* 4th - *California: A Changing State* 5th - *US History: Making a New Nation* Adopted EGUSD 2019	Yes	0
Impact: California by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - *Ancient Civilizations* 7th - *Medieval to Early Modern Times* 8th - *United States History & Geography* Adopted EGUSD 2019	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:	*World History Culture & Geography: The Modern World* © 2019, *United States History & Geography, Continuity & Change* © 2019, *Principles of American Democracy* © 2019, *Principles of Economics* © 2019, McGraw Hill Adopted EGUSD 2020 *Geography Alive! Digital curriculum*, TCI Adopted EGUSD 2022	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: *Human Geography, A Spatial Perspective* © 2021, Cengage; Adopted EGUSD 2022 *Give Me Liberty!* © 2020, W.W. Norton; *Ways of the World* © 2023, *American Government* © 2021, *Comparative Government* © 2023, *Krugman's Economics* © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	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: *History of the Americas* © 2015; Adopted EGUSD 2017 *The Cold War Superpower Tensions and Rivalries* © 2015, Oxford University Press; *Authoritarian States*, © 2015, Oxford University Press Adopted EGUSD 2018 *Global Politics*, © 2017, Oxford University Press Adopted EGUSD 2022	Yes	0

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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.	*Adventures in Japanese 1 & 2*, Cheng & Tsui © 2016; *Dekiru!*, Cheng & Tsui, © 2017; *Deutsch Aktuell 1,2,3*, EMC-Carnegie © 2017; *EntreCultures 1,2,3*, Wayside © 2020; *Imaginez*, Vista Higher Learning © 2020; *EntreCulturas 1,2,3*, Wayside © 2017; *EntreCulturas 4*, Wayside © 2021 Adopted EGUSD 2021 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	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: *Dekiru!*, Cheng & Tsui, © 2017; *Neue Blockwinkel*, Wayside, © 2017; *Imaginez*, Vista Higher Learning © 2020; *Triangulo A Preciado*, Wayside © 2019; *Azulejo*, Wayside © 2012 Adopted EGUSD 2021	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: *French B Course Companion, Spanish B Course Companion*, © 2018, Oxford University Press Adopted EGUSD 2019 *Dekiru!*, © 2017, Cheng & Tsui Adopted EGUSD 2022 *Adventures in Japanese 3*, Cheng & Tsui, © 2018; Adopted EGUSD 2023	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: *Tradition of Excellence*, Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: *Alfred's Basic Adult Piano Course*, Alfred Music © 1999; *Basic Drama Projects*, Perfection Learning © 2015; *Beginning Sculpture*, Davis © 2005; *Communication Through Graphic Design*, Davis © 2010; *Dance Composition*, Davis © 2009; *Discovering Drawing*, Davis © 2018; *Discovering Dance*, Human Kinetics © 2014; *Drama for Reading and Performance*, Perfection Learning © 2008; *Experience Clay*, Davis © 2011; *Experience Painting*, Davis © 2015; *Experiencing Dance*, Human Kinetics © 2014; *Focus on Photography*, Davis © 2016; *Guitar School*, Alfred Music © 1998; *Photography*, Pearson © 2016; Adopted EGUSD 2018	Yes	0
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.	AP Courses: *Gardner's Art Through the Ages*, Thomson/Wadsworth © 2005; Adopted EGUSD 2005 *Musician's Guide to Theory and Analysis*, WW Norton © 2006; Adopted EGUSD 2018	Yes	0

Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	*Glencoe Health*, McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0

Science Laboratory Equipment (grades 9-12)

All 9-12 students utilizing a lab have access to appropriate equipment.

School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

Monterey Trail High School opened in August 2004 with 14 buildings (pods). Each pod has a central work area in the center. The school currently has 71 classrooms & shared library with the middle school. There are 7 computer labs, a digital media studio, a Medical Assistant 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 studio, a computer science room, a college & 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, and three additional portables were added in the summer of 2018. All students have Chromebooks for a 1:1 environment for technology.

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

Year and month of the most recent FIT report : 3/1/2024

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

Overall Facility

Year and month of the most recent FIT report: 3/1/2024

Overall Rating

Exemplary	Good	Fair	Poor
X			

The maintenance & operations departments work in concert with site custodial team to ensure that school buildings, classrooms, and grounds are maintained at high levels to provide a safe, functional environment for all. We utilize the latest electronic work order system to communicate maintenance needs, urgent repairs, or projects. Emergency repair needs are resolved quickly. The custodians work as a team with administration to develop a daily cleaning process schedule. Each morning the custodian inspects the school prior to students/staff entering school grounds. Restrooms are inspected throughout the day. 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 projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Medical Assistant was our most recent Career Technical Education (CTE) course added with industry standard equipment. CTE grant also helped remodel our computer science room on campus & aided in the articulation of courses including Entrepreneurship. The students in the Digital Media pathway take advantage of state of the art equipment to support a news broadcast. We have an industry standard art animation studio. We offer ASL classes. A Newcomer Welcome Center opened recently dedicated to help families new to the district with supports for our EL families with the help of our Family Community Engagement & English Learner Departments. Each classroom has Power of One Learning Systems to aid with the teaching/learning process. We now have a shade structure for lunch time & events.

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready**: 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 taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	45%	41%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	21%	21%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	576	540	93.75	6.25	40.52
Female	291	272	93.47	6.53	45.22
Male	285	268	94.04	5.96	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	235	226	96.17	3.83	52.65
Black or African American	93	86	92.47	7.53	22.35
Filipino	34	32	94.12	5.88	65.63
Hispanic or Latino	136	127	93.38	6.62	31.75
Native Hawaiian or Pacific Islander	16	15	93.75	6.25	6.67
Two or More Races	33	31	93.94	6.06	35.48
White	28	22	78.57	21.43	27.27
English Learners	48	40	83.33	16.67	2.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	397	374	94.21	5.79	37.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	55	80.88	19.12	7.41

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	576	544	94.44	5.56	21.14
Female	291	277	95.19	4.81	20.58
Male	285	267	93.68	6.32	21.72
American Indian or Alaska Native	--	--	--	--	--
Asian	235	229	97.45	2.55	29.69
Black or African American	93	87	93.55	6.45	12.64
Filipino	34	32	94.12	5.88	37.50
Hispanic or Latino	136	123	90.44	9.56	9.76
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	12.50
Two or More Races	33	30	90.91	9.09	20.00
White	28	26	92.86	7.14	15.38
English Learners	48	42	87.50	12.50	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	397	378	95.21	4.79	19.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	55	80.88	19.12	1.82

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	34.13	33.03	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight, and High School
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1162	1112	95.70	4.30	33.00
Female	551	530	96.19	3.81	31.70
Male	611	582	95.25	4.75	34.19
American Indian or Alaska Native	--	--	--	--	--
Asian	469	454	96.80	3.20	44.05
Black or African American	182	166	91.21	8.79	15.06
Filipino	66	65	98.48	1.52	46.15
Hispanic or Latino	272	264	97.06	2.94	24.62
Native Hawaiian or Pacific Islander	36	34	94.44	5.56	20.59
Two or More Races	72	71	98.61	1.39	28.17
White	60	53	88.33	11.67	35.85
English Learners	97	84	86.60	13.40	0.00
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	10.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	814	778	95.58	4.42	30.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	116	92	79.31	20.69	5.43

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023 - 2024)

Career Technical Education (CTE) helps MTHS students to prepare for college/career/life integrating rigorous academics, technical skills, real-world experiences, work-based learning, wrap-around support to help students develop skills & habits of mind to succeed after graduation. MTHS College Career Center students complete an annual college career unit, designed to stimulate interest in a variety of careers. This provides information on colleges/universities, majors students want, courses needed & identifies related MTHS courses. Scholarship & financial aid opportunities & SAT/ACT information are available in the Center. The goal is 100% FAFSA completion. We added a College Career Readiness program where students serve as peer mentors to other students. MTHS offers CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities & increase interest in school. CPAs feature cohort scheduling in CTE academic core classes, integrated projects, work-based learning. HQCPs provide a 2-3 three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities & industry-recognized certification when available. Explore CTE programs allow students to complete an intensive training course in 1 year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance & input. CTE programs at MTHS allow students to meet graduation and A-G requirements. MTHS offers one CPA, the Design & Technology Academy (CPA) with two career strands including engineering & computer science. MTHS HQCPs include Animation, Digital Media/Broadcasting, BOSS. We added Medical Assistant for seniors in 2021-2022. Students have access to Explore CTE programs through our counselors. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios & defense of learning, industry certifications, & other means. CTE programs are evaluated through multiple measures, including the number of students completing a CTE pathway, graduation and A-G completion rates, GPA, attendance. CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education & employment from students one year after graduation as part of the Carl D. Perkins reporting process.

Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1452
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.60%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	79.20%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	95.28%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	63.92%

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 2023 - 2024)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	64%	63%	62%	63%	58%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024 - 2025)

Parents/Guardians are able to volunteer with activities, attend events, join Band & Athletic boosters or sign up for School Site Council, DELAC, ELAC, & Governance committees. Families are invited to join the MT Regional Equity Coalition. Support your child's academic achievement-register for ParentVUE, our electronic communication tool. Attend Parent University sessions & affinity groups to help elevate family voice, share feedback & collaborate for student success. For any inquiries, contact our Liaison, Chavonne Watson at (916) 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

- High school graduation rates

- Chronic Absenteeism

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

Indicator	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	1.5%	4.9%	3.7%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	96.2%	93.1%	95.1%	91.1%	88.9%	90%	87%	86.2%	86.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	570	542	95.1
Female	254	242	95.3
Male	316	300	94.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	235	223	94.9
Black or African American	83	78	94.0
Filipino	32	31	96.9
Hispanic or Latino	122	117	95.9
Native Hawaiian or Pacific Islander	20	20	100.0
Two or More Races	44	41	93.2
White	31	29	93.5
English Learners	89	78	87.6
Foster Youth	--	--	--
Homeless	14	10	71.4
Socioeconomically Disadvantaged	426	403	94.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	44	38	86.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2419	2375	427	18.0%
Female	1166	1142	234	20.5%
Male	1253	1233	193	15.7%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	14	13	4	30.8%
Asian	894	885	88	9.9%
Black or African American	412	401	98	24.4%
Filipino	145	142	16	11.3%
Hispanic or Latino	558	550	142	25.8%
Native Hawaiian or Pacific Islander	85	85	17	20.0%
Two or More Races	185	180	36	20.0%
White	126	119	26	21.8%
English Learners	316	304	64	21.1%
Foster Youth	--	--	--	--%
Homeless	62	57	26	45.6%
Socioeconomically Disadvantaged	1730	1697	339	20.0%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	322	307	86	28.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	5.68%	6.02%	5.58%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023 - 2024)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58%	0.08%
Female	5.15%	0.09%
Male	5.99%	0.08%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	14.29%	0.00%
Asian	2.46%	0.00%
Black or African American	10.68%	0.49%
Filipino	0.69%	0.00%
Hispanic or Latino	7.17%	0.00%
Native Hawaiian or Pacific Islander	8.24%	0.00%
Two or More Races	7.03%	0.00%
White	4.76%	0.00%
English Learners	3.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	24.19%	0.00%
Socioeconomically Disadvantaged	6.82%	0.12%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.63%	0.31%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024 - 2025)

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 September 2024, 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. Catapult is available on our website under "incident reporting" as an anonymous reporting tool. For safety, "If you see something, say something."

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26	16	14	27
Mathematics	29	9	16	20
Science	32	1	14	21
Social Science	28	11	7	30

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	25	19	11	27
Mathematics	26	13	21	15
Science	31	3	16	18
Social Science	28	11	8	30

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	19	22	20
Mathematics	26	12	20	16
Science	31	2	19	17
Social Science	27	13	9	29

* 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.

Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	287.25

*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.

Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.2

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$10,480	$2,450	$8,030	$100,049
District	N/A	N/A	$10,705	$93,310
Percent Difference - School Site and District	N/A	N/A	-28.56%	6.97%
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-29.15%	5.57%

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

Types of Services Funded (Fiscal Year 2023 - 2024)

MTHS employs highly qualified staff to assist students with special learning needs in our "Strategies" department. We offer extended learning opportunities for students to meet the standards. Specially trained instructors help our English Learners access the core curriculum & support students to learn English. All students are able to participate in multiple Honors & Advanced Placement (AP) courses. We offer CTE pathways including Animation, Digital Media and Entrepreneurship (BOSS), Medical Assistant are designed to prepare students for college and careers, along with the AVID Program (Advancement Via Individual Determination) and the Design and Technology Academy (DATA). MTHS also offers 12th graders Work Experience & dual enrollment partnering with our local Community Colleges. Our ASSETs After School Program runs daily until 6:00.

Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,010	$56,573
Mid-Range Teacher Salary	$77,387	$87,186
Highest Teacher Salary	$112,313	$119,665
Average Principal Salary (Elementary)	$142,835	$148,486
Average Principal Salary (Middle)	$140,870	$154,835
Average Principal Salary (High)	$157,333	$170,008
Superintendent Salary	$441,092	$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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 2023 - 2024)
Percent of Students in AP Courses: 20.1%

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	0
Mathematics	2
Science	7
Social Science	7
Total AP Courses Offered*	21

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

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 and staff 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 Common Core State Standards and Curriculum Frameworks. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher induction program. They meet weekly with an experienced mentor to discuss their successes and work through their challenges. In addition, our staff are completing additional hours of professional development through the Educator Effectiveness Fund under the title of Diversity, Equity and Inclusion. We have also been trained during the pilot for Restorative Practices in EGUSD. We are excited to continue to grow for continuous improvement for our Mustang students to be successful.

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6