

School Accountability Report Card Reported for School Year 2003-04

Published During 2004-05

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Kings County Juvenile Hall	District Name	Kings County Office of Education
Principal	Janet Schales	Superintendent	John Stankovich
Street	1450 Forum Drive	Street	1144 West Lacey Boulevard
City, State, Zip	Hanford, CA 93230	City, State, Zip	Hanford, CA 93230
Phone Number	559-582-0784	Phone Number	559-584-1441
Fax Number	559-582-0731	Fax Number	559-589-7004
Web Site	www.kings.k12.ca.us	Web Site	www.kings.k12.ca.us
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CDS Code	16 10165 1630102	SARC Contact	Larry Todd

School Description and Mission Statement

The mission of the Kings County Office of Education is to provide and to promote the most relevant educational program for Kings County students.

J.C. Montgomery School was established in the mid 1960's to provide appropriate educational services to students incarcerated in the Kings County Juvenile Center. Students attending J.C. Montgomery are enrolled through a court order. During enrollment, classes are offered which allow students to keep up with their academic coursework for a successful transition back to their district schools or for graduation from this alternative program.

Opportunities for Parental Involvement

Contact Person Name	Larry Todd	Contact Person Phone Number	(559) 584-1441
Due to the fact that the students are wards of the Court during their time at J.C. Montgomery School, parents are unable to actively be involved in their children's education. However, parents are invited to participate in their child's IEP meetings and other Probation Department approved functions and activities.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	11
Grade 1	0	Grade 10	34
Grade 2	0	Grade 11	19
Grade 3	0	Grade 12	24
Grade 4	0	Ungraded Secondary	0
Grade 5	0		

Grade 6	1		
Grade 7	2		
Grade 8	7		
Ungraded Elementary	0	Total Enrollment	98

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	12	12.2	Hispanic or Latino	59	60.2
American Indian or Alaska Native	5	5.1	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	12	12.2
Filipino	0	0.0	Multiple or No Response	10	10.2

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	August 2002	Date Last Discussed with Staff	August 2002
<p>Safety updates are reviewed and discussed with staff at monthly departmental staff meetings throughout the year. Plans have been made to reconvene the Safety Committee in the fall of 2005 to review and update the current plan. Members include administrators of each program run by the Kings County Office of Education and a school nurse. Contents of the Safe School Plan include, but are not limited to, the following: safe school strategies and programs, crisis response procedures, and policies and regulations related to safety/crisis issues.</p>			

School Programs and Practices that Promote a Positive Learning Environment

While attending J.C. Montgomery School, students are in a very safe, well-monitored environment. Teachers individualize instruction. A Resource Specialist and an Instructional Aide assistant are in the classrooms. Students are well rested and nourished. Probation counselors maintain discipline problems within the classrooms thus providing for a learning setting that allows students to achieve and excel. Teachers are able to teach, and students are able to learn.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

Students in J. C. Montgomery School are not suspended or expelled from school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	NA	NA	NA	NA	NA	NA
Rate of Suspensions	NA	NA	NA	NA	NA	NA
Number of Expulsions	NA	NA	NA	NA	NA	NA
Rate of Expulsions	NA	NA	NA	NA	NA	NA

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

General

The district takes great efforts to ensure that all schools are clean, safe, and functional.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The buildings are under 20 years of age.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. KCOE works collaboratively with the Probation Department to maintain school facilities.

No emergency facility needs exist at this school.

Cleaning Process and Schedule

Facilities are maintained by the Probation Department.

Deferred Maintenance Budget

Facilities are maintained by the Probation Department.

Deferred Maintenance Projects

None at this time.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	1	1	5	1	1	5	32	35	36
Mathematics	3	0		2	5	4	31	35	34
Science					0	2	30	27	25
History-Social Science	0	0	2	0	0	1	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	0				4		9
Mathematics							
Science							
History-Social Science					3		

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	5	6		5		0	7	
Mathematics								
Science								
History-Social Science	2			2		0	3	

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	11	14	---	9	9	---	43	43
Mathematics	---	6	8	---	7	7	---	50	51

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				Percent Tested			
API Base Score		372		API Growth Score			
Growth Target		21		Actual Growth			
Statewide Rank		1					
Similar Schools Rank		N/A					

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	377			API Growth Score			
Growth Target	17			Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score		358		API Growth Score			
Growth Target		17		Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	No	---	No	No

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
African American	---	N/A	N/A	---	N/A	N/A
American Indian or Alaska Native	---	N/A	N/A	---	N/A	N/A
Asian	---	N/A	N/A	---	N/A	N/A
Filipino	---	N/A	N/A	---	N/A	N/A
Hispanic or Latino	---	N/A	N/A	---	No	No
Pacific Islander	---	N/A	N/A	---	N/A	N/A
White (not Hispanic)	---	N/A	N/A	---	No	No
Socioeconomically Disadvantaged	---	N/A	N/A	---	No	No
English Learners	---	N/A	N/A	---	N/A	N/A
Students with Disabilities	---	N/A	N/A	---	Yes	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

In J. C. Montgomery, the school attendance rate is approximately 58%. Through the combined efforts of the school staff and the Probation Department, students' attendance in school is enforced. Most of the students in J. C. Montgomery are on formal or informal probation with school attendance being one of the conditions of probation.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	204	85	88	237	279	345	1735576	1772417	1830664
Number of Dropouts	0	0	0	9	10	34	47889	48210	58943
Dropout Rate (1-year)	0	0	0	3.8	3.6	9.9	2.8	2.8	3.2
Graduation Rate				16.7	82.4	35.7	86.7	86.7	86.7

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Class sizes are usually small in J. C. Montgomery. During the 2003-2004 school year the average number of students in attendance on any given day was 89, served by 6 teachers (an average of 14 students per teacher). Because placements in J. C. Montgomery are for varied periods of time according to student court orders, the class size fluctuates.

Grade Level	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	10	6			11	6			11	6		

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	2			11	2			11	2		
Mathematics	10	2			11	2			11	2		
Science	10	2			11	2			11	2		
Social Science	10	2			11	2			11	2		

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	NA	NA	NA
1	NA	NA	NA
2	NA	NA	NA
3	NA	NA	NA

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	85.7	---
All Schools in District	---	85.7
High-Poverty Schools in District	---	85.7
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	6	6	6
Teachers with Full Credential	6	6	6
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	2.0
Master's Degree	66.6	32.0
Bachelor's Degree plus 30 or more semester hours	100	48.0
Bachelor's Degree	0.0	18.0
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Permanent staff is formally evaluated every other year. Probationary staff and non-tenure track staff are evaluated each year. For those in teaching positions, the California Standards for the Teaching Profession are utilized for this formal evaluation process which includes formal and informal observations. The standards focus on six (6) areas of instruction, that when implemented, demonstrate effective teaching resulting in continued student progress.

Substitute Teachers

The minimum requirements for substitute teachers in the J.C. Montgomery School program is a passage of the California Basic Education Skills Test (CBEST), at least ninety (90) semester units, and current enrollment in a four (4) year regional accredited college or university. Most substitute teachers already possess a Bachelor's Degree from an accredited college or university.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.50
Other: Truant Officer	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
.25	

VII. Curriculum and Instruction

School Instruction and Leadership

J.C. Montgomery School is based upon organizational structures recommended by the California State Department of Education. Larry L. Todd is the Assistant Superintendent supervising J.C. Montgomery School. Janet Schales serves as Principal for this alternative school program.

Evaluation of quality education is a continuous and systemic process with a focus on addressing individual student needs. There is a strong emphasis upon standards-based instruction.

Professional Development

High quality professional development is a priority for instructional improvement. Teachers are encouraged to attend training activities that will augment and enhance instruction in the content areas. Credentialed and classified staff also attend in-services specific to programs at J.C. Montgomery such as EL instruction, intervention programs, health & safety, classroom instructional practices that work, library services and other content related training. These activities may be presented locally by the county office staff, by regional providers or through state conferences and associations. The Kings County Office of Education also recognizes the expertise within its own teaching staff and promotes peers collegial support and training.

Quality and Currency of Textbooks and Other Instructional Materials

Instructional programs for all students being served in J.C. Montgomery programs used state-approved instructional

materials (grades K-8), and Board-approved standards-based materials (grades 9-12). Annually representatives from the school sites review both the Kings County Alternative Course of Study State textbook adoption matrix to select and recommend standards-based materials for use in the county program. The Course of Study is adopted annually by the Kings County Board of Education. The most recent Course of Study was approved in June 2004.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate. The requirements to annually conduct a public hearing and adopt a Sufficiency of Materials Resolution have been completed in May 2004

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Sufficient
Mathematics	Sufficient
Science	Sufficient
History/Social Science	Sufficient
Foreign Language	NA
Health	Sufficient
Science Laboratory Equipment (grades 9-12)	NA

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7	66,275	54,000
8	66,275	54,000
9	66,275	64,800
10	66,275	64,800
11	66,275	64,800
12	66,275	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	241 days	180 days
10	241 days	180 days
11	241 days	180 days
12	241 days	180 days

College Admission Test Preparation Course Program

J. C. Montgomery does not provide a College Admission Test Preparation program.

Degree to Which Students Are Prepared to Enter Workforce

Students at J.C. Montgomery School receive career pathway support from Kings ROP Career Advisors and personnel. Additionally, classroom teachers work within the instructional program to support career pathway learning goals and objects, etc.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	0	0	0	0	0	0	0

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
162,372,569	6,422	6.785	6,822

Types of Services Funded

Alternative School programs are supported by designated federal, state, and local dollars. Other categorical funding sources may include state letters, Workability, special grants, Peer Assistance Review dollars, Beginning Teacher Support Assistance, and Instructional Materials Fund Realignment programs. At J. C. Montgomery, dollars support purchasing supplies, resources, and student materials that augment the alternative program.

J. C. Montgomery provides mentoring liaison services and Young Men as Fathers program.