

# J.C. Montgomery School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	J.C. Montgomery School
<b>Street</b>	1450 Forum Dr.
<b>City, State, Zip</b>	Hanford, CA 93230
<b>Phone Number</b>	(559) 589-2623
<b>Principal</b>	Annalynn Escoto
<b>Email Address</b>	annalynn.escoto@kingscoe.org
<b>School Website</b>	www.kingscoe.org/domain/136
<b>Grade Span</b>	7-12
<b>County-District-School (CDS) Code</b>	16101651630102

## 2024-25 District Contact Information

<b>District Name</b>	Kings County Office of Education
<b>Phone Number</b>	(559) 584-1441
<b>Superintendent</b>	Mr. Todd Barlow
<b>Email Address</b>	todd.barlow@kingscoe.org
<b>District Website</b>	www.kingscoe.org

## 2024-25 School Description and Mission Statement

Kings County Office of Education in conjunction with the Kings County Probation Department operates J.C. Montgomery School and serves incarcerated youth in Kings County. The purpose of the school is to provide high-quality education and personal growth opportunities to incarcerated youth in a challenging, safe, and supportive learning environment.

J.C. Montgomery provides a rigorous and relevant education program to incarcerated students. One of the goals of the school is to provide a curriculum aligned with the California State Standards, this allows students to return to their district of residence schools with minimum interruption in learning. Many students who enroll are deficient in school credits and are struggling

## 2024-25 School Description and Mission Statement

academically. Teachers provide intervention programs and strategies to assist students in closing learning gaps. While reports on CBEDS day indicate the school served twenty two (22) students, it is only a snapshot in time for the month of October 2023. Students enter and leave J.C. Montgomery and Kings County Juvenile Center almost daily. Students may be enrolled for one (1) day or over a year in duration in some cases. Entering and leaving the juvenile center may be due to placement/release by the court, commitment time completed or moving to another adult or juvenile facility. During the 2023-2024 school year, the school served ninety nine (99) with the majority only detained once; however, they comprised one hundred thirty seven (137) stays.

### School Vision

J.C. Montgomery will help students to chart a new course by building a trusting and fair environment that inspires student growth and success.

### School Mission

J.C. Montgomery will support student learning through culturally responsive and trauma-informed teaching practices. J.C. Montgomery will take an assets-based approach that identifies the strengths and personal goals of each student.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	6
Grade 11	5
Grade 12	8
Total Enrollment	22

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	13.6
Male	86.4
American Indian or Alaska Native	4.5
Black or African American	27.3
Hispanic or Latino	68.2
English Learners	13.6
Foster Youth	9.1
Socioeconomically Disadvantaged	100
Students with Disabilities	31.8

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	39.33	14.60	43.19	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	5.38	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.40	33.80	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	60.33	2.30	6.80	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.60	10.77	18854.30	6.86
<b>Total Teaching Positions</b>	3.00	100.00	33.90	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.00	100.00	15.60	47.34	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	13.60	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.30	7.04	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.90	5.80	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	8.60	26.18	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	33.00	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

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)	0.50	17.11	12.00	31.71	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	22.71	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.80	2.19	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	76.32	5.60	14.93	11746.90	4.23
Unknown/Incomplete/NA	0.20	6.58	10.70	28.44	14303.80	5.15
<b>Total Teaching Positions</b>	<b>3.00</b>	<b>100.00</b>	<b>37.90</b>	<b>100.00</b>	<b>277698.00</b>	<b>100.00</b>

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 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	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.80	0.00	2.3
<b>Total Out-of-Field Teachers</b>	<b>1.80</b>	<b>0.00</b>	<b>2.3</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

2024/09

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	FSU ERWC - Grades 7-12, 2013 Edgenuity Common Core English - Grades 6-12, 2020 Edge ELD, 2020 Edgenuity English Language Arts 9 SEL, 2023 Edgenuity English Language Arts 11, 2023	Yes	0%
<b>Mathematics</b>	Carnegie Learning, 2019 Edgenuity Common Core Math, 2020 Edgenuity Algebra I, 2023 Carnegie Math Solution MATHbook Course 3 (Middle School), 2023	Yes	0%
<b>Science</b>	HMH California The Living Earth (Biology), 2020 HMH Science Dimensions Earth (Earth), 2020 Edgenuity Biology, 2020 Edgenuity Physics, 2020 Edgenuity Physical Science, 2020 Edgenuity Environmental Science, 2020 Edgenuity Chemistry, 2020 Edgenuity Earth and Space Science, 2020	Yes	0%
<b>History-Social Science</b>	Glencoe United States Government, 2008 Glencoe Economics Today and Tomorrow, 2008 Glencoe The American Vision, 2006 Glencoe World History Modern Times, 2006 Glencoe World Geography and Culture, 2008 Glencoe The American Journey, 2006 Glencoe Medieval & Early Modern Times, 2006 Holt Ancient Civilization, 2006 Edgenuity World and Regional Geography, 2020 Edgenuity World History, Culture, and Geography, 2020 Edgenuity Principles of American Democracy, 2020	Yes	0%

	Edgenuity United States History and Geography, 2020		
<b>Foreign Language</b>	Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	Yes	0%
<b>Health</b>	Edgenuity Health, 2020	Yes	0%
<b>Visual and Performing Arts</b>	Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020 Edgenuity Da Vinci Visual Arts, 2023	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Lab Equipment appropriate for Juvenile Court facility	Yes	0%

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

### School Facility Conditions and Planned Improvements

The Juvenile Detention Facility located on 1450 Forum Drive in Hanford, CA is the only juvenile detention facility in Kings County. The Kings County Juvenile Detention Center is very similar to the design and functions of a facility geared towards the rehabilitation and care of juvenile offenders. The detention center contains medical facilities, psychological assessment facilities, a dining hall, single and double occupancy rooms, and the J.C. Montgomery School. All students who attend the J.C. Montgomery School are court-ordered to attend the school and are housed within the facility. The classrooms are located inside buildings that are maintained by the Kings County Probation Department. The care and upkeep of classrooms are achieved in coordination with the County Probation Department.

**Year and month of the most recent FIT report** 2024/12

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	0	--	3	2	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	--	2	3	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	--	--	0.00	0.00	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

### Career Technical Education (CTE)

2021-2022 JCM began planning an Art, Media, and Entertainment Pathway that integrates with all core subjects in 2021-2022. An advisory committee identified skills needed for students to be College and Career Ready in the field of Music Production.

2022-2023 Students at JCM will have the opportunity to work with industry partners through an Arts, Media, and Entertainment pathway in audio and multimedia production. The site is partnered with organizations such as The Music Forward Foundation and The Animation Project. Teaching artist and industry partner Josh Levine of J Mathews Creative will be on site 45 days throughout the year further supporting this work as students learn to use Adobe Creative Cloud and Studio One software. Additionally, classroom assignments are supplemented with asynchronous CTE lessons through industry aligned curriculum from Wurrly and EditMentor. JCM is an active participant in the CA-AME-O community of practice and will attend the statewide Arts, Media, and Entertainment conference. Juvenile court schools are provided with exemptions regarding their Teacher's credentials and the areas they teach — meaning that a credentialed teacher can teach out of area in all classes, except CTE. CTE must be taught by a CTE credentialed Teacher. In consequence J.C. Montgomery has developed a hybrid system with industry partners to provide access to our students in light of these restrictions.

2023-2024 For the 2023-2024 school year, students at J.C. Montgomery will continue to explore career opportunities through

## 2023-24 Career Technical Education Programs

an Arts, Media, and Entertainment (AME) pathway focused on audio and multimedia production. The site maintains partnerships with industry leaders such as The Music Forward Foundation and The Animation Project to enhance learning experiences. Teaching artist and industry expert Josh Levine of J Mathews Creative will be on-site to help students strengthen and improve their skills through the Arts, Media, and Entertainment (AME) pathway. Students will gain hands-on experience in audio and multimedia production, supported by industry partnerships with The Music Forward Foundation and The Animation Project. Teaching artist Josh Levine from J Mathews Creative will provide on-site guidance teaching students to master professional tools such as Adobe Creative Cloud and Studio One software. This instruction will be complemented by asynchronous lessons via industry-aligned platforms like Wurrly and EditMentor, allowing students to deepen their technical proficiency. By actively participating and attending the statewide AME conference, J.C. Montgomery ensures its program stays aligned with industry standards, providing students with the skills and confidence to excel in creative and technical fields.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	9.09
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

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
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents, community partners, classroom teachers, other school personnel, students, and Probation staff are actively involved using our educational partner engagement processes. Consolidated application programs are reviewed at least annually during School Site Council Meetings. The School Site Council held hybrid meetings where attendees were able to provide school plan input in person or via Zoom. English Learner feedback was obtained during the School Site Council meeting and used to inform the school plan as well. Additionally, Community School Advisory Meetings and Student Advisory Meetings were implemented to further enhance educational partner engagement and ensure that decision-making processes reflect the diverse perspectives of students, families, and community partners. These advisory meetings provided a structured forum for students to share their experiences, voice concerns, and collaborate with educators and community representatives on school improvement efforts. The insights gathered from these meetings were instrumental in shaping school policies, instructional priorities, and student support services.

Educational partner input was considered as we collaboratively reviewed the most recent state and local data and identified potential issues regarding equitable access. We also regularly administer at least one survey per year to educational partners, which is utilized to inform the planning, implementation, and evaluation of programs and services provided. These engagement processes are also described within our LCAP Federal Addendum, LCAP in the spring, and school and district engagement policies. The school provided surveys in spring 2024 to parents, students, and staff to gather feedback that assisted in shaping the new 2024-2025 LCAP. The survey was provided electronically to parents, staff, and students, with translations available in English and Spanish for parents. Reminders were sent via mail and social media, and follow-up calls were made to solicit further input verbally. Community input was also solicited during a public hearing. Bargaining units met in person to provide input. Kings County Office of Education district administration, the site Principal, and the Assistant Superintendent of Special Education collaborated virtually and in person.

Information collected through the surveys, School Site Council meetings, Community School Advisory Meetings, and Student Advisory Meetings was used to inform the 2024-2025 LCAP. J.C. Montgomery believes that fostering an active partnership between parents, students, staff, and educational partners strengthens the school's ability to create an inclusive, student-centered learning environment where all students can thrive.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	50.0	43.8	50.0	33.3	33.3	65.7	7.8	8.2	8.9
<b>Graduation Rate</b>	33.3	25.0	50.0	16.7	14.8	31.4	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	16	8	50.0
<b>Female</b>	--	--	--
<b>Male</b>	15	7	46.7
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	0	0	0.00
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	16	8	50.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	99	40	0	0.0
Female	14	--	--	--
Male	85	36	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	76	26	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	21	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	99	40	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	20	12	0	0.0

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.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
24.44	13.51	21.21	8.13	5.08	5.86	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.21	0.00
Female	21.43	0.00
Male	21.18	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	23.81	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	21.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.00	0.00

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.

## 2024-25 School Safety Plan

School Safety Plan  
 J.C. Montgomery (JCM) School is located in the Kings County Juvenile Center, operated by the Kings County Probation Department. The Safety School Plan is reviewed annually by the Kings County Juvenile Center staff members, and students.

## 2024-25 School Safety Plan

The plan is also reviewed and approved annually by the School Site Council.

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. JCM promotes educationally and psychologically healthy environments for all students. JCM recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school faculty, school programs, and school improvement efforts. Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. JCM's efforts are illustrated and incorporated within the safety plan as an expansive range of strategies and programs.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	15		
Mathematics	6	5		
Science				
Social Science	3	9		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	8		
Mathematics	7	3		
Science				
Social Science	4	6		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	44

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$33,257	\$16,806	\$16,450	\$124,091
<b>District</b>	N/A	N/A	\$2,400	
<b>Percent Difference - School Site and District</b>	N/A	N/A	149.1	35.6
<b>State</b>	N/A	N/A	\$10,771	
<b>Percent Difference - School Site and State</b>	N/A	N/A	41.7	

## Fiscal Year 2023-24 Types of Services Funded

Students at J.C. Montgomery (JCM) receive very individualized services. Students receive instruction in core state standards. JCM has increased its course offerings through Edgenuity, allowing students to obtain more credits based on student achievement rather than a time-based model. One-on-one teacher and instructional aide support are also used to provide intervention and support identified students. Students' independent reading and math level baselines are attained through iReady assessments upon entry into the school. They are then assigned the appropriate intervention lessons for Math and ELA. iReady is used to progress monitor regularly to appropriately leveled lessons. The Resource Specialist (RSP) teacher at JCM assists students with their goals per their Individualized Education Program (IEP). The Transition Specialist assists students when entering and exiting to help ensure students remain on track with their academic goals. They will also assist in directing communication with students, staff, parents, guardians, and other agencies concerning the incarcerated students of J.C. Montgomery School. Parent outreach support is a key service provided by the Transition Specialist. These are all important components of our supplemental educational services.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

2022-2023 JC Montgomery staff will continue to develop skills in trauma-informed education. They will participate in the Crisis Prevention Institute's Verbal Intervention Training and training in the Therapeutic Beat Making Model from Today's Future Sound. Staff will move from lesson design to a coaching model in culturally responsive teaching. New staff will receive both lesson design and coaching. Staff will continue to receive training in English Language Development. The transition specialist will attend a national school counseling conference and a conference on foster and homeless populations. Both the RSP teacher and the transition specialist will receive training in legal compliance with student records. The art teacher will continue to gain skills in the STEAM model through professional development. Staff supporting the CTE pathways will receive training in multimedia production technology and instruction. All professional development is aligned to academic content standards, based on student and staff identified needs. School staff, parents, committee members, and administrators work together to analyze a variety of student data to assist in professional development planning. We administer an annual professional development survey to all staff. We also utilize classroom observation data to gather professional development needs. We reflect our professional development implementation on our local indicator. Professional development is delivered via school workshops, conference attendance, and individual mentoring. Teachers are supported during implementation through in-class coaching with the assistance of Kings County Office of Education (KCOE) consultants, teacher-principal meetings, and student performance data reporting. Some professional development and continuing support will be delivered virtually due to evolving COVID-19 protocols. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

2023-2024 JC Montgomery staff will continue to develop skills during the 2023-2024 school year, our commitment to professional development will be comprehensive, addressing key areas to enhance the educational experience for both students and staff. Instructional aides will receive targeted coaching and professional development to refine their support strategies, ensuring they play a pivotal role in facilitating effective learning environments. English Language Development (ELD) support will be a focal point, empowering educators to employ diverse and inclusive instructional methods to meet the needs of English learners. This initiative aims to strengthen language acquisition skills and promote academic success across all subject areas. English professional development will provide educators with the latest methodologies and resources, fostering a dynamic and engaging English curriculum. This initiative will contribute to elevating literacy skills and critical thinking among students. Special Education support will be emphasized, with a focus on personalized strategies to cater to the unique needs of students with diverse abilities. This professional development aims to create inclusive classrooms where all learners can thrive. Math small group support will be implemented to enhance mathematical proficiency among students. Educators will receive training on facilitating small group sessions, utilizing differentiated instruction, and employing innovative approaches to make math concepts more accessible. Science and Career and Technical Education (CTE) professional development will

## Professional Development

ensure educators stay abreast of the latest advancements in these fields. The goal is to enrich science and CTE curricula, providing students with real-world applications and hands-on experiences that inspire curiosity and critical thinking. Culturally Responsive Teaching (CRT) and Ethnic Studies will be integrated into professional development to promote an inclusive and culturally sensitive learning environment. Educators will explore strategies to recognize and appreciate diverse perspectives, fostering a positive and respectful classroom culture. Positive discipline strategies will be a cornerstone of professional development, equipping educators with effective tools to manage behavior and create a supportive and nurturing school climate. This approach emphasizes proactive methods to address behavioral challenges and promote a positive, inclusive atmosphere. By investing in professional development across these key areas, our educational community is poised to create a dynamic and inclusive learning environment that prepares students for success.

2024-2025 During the 2024-2025 school year, J.C. Montgomery staff continues to engage in comprehensive professional development designed to enhance instructional effectiveness and support student success. This initiative reflects the school's commitment to fostering an inclusive, equitable, and student-centered learning environment. Culturally Responsive Teaching (CRT) will continue to be a priority focus for all staff, equipping educators with strategies to create engaging and relevant lessons that connect with students' diverse backgrounds and lived experiences. Ethnic Studies and Universal Design for Learning (UDL) integration will further support an inclusive curriculum, helping students see themselves reflected in their learning while fostering critical thinking and social awareness. Special Education professional development will focus on transition planning, ensuring that students with diverse abilities receive tailored support to navigate academic pathways, career readiness, and community reintegration. Instructional aides will receive targeted training to strengthen their ability to support differentiated instruction and individualized student needs. Curriculum development will be provided for core content areas and Career Technical Education (CTE) courses being taught in-person, providing educators with innovative instructional strategies that promote hands-on learning and real-world applications. Mathematics instruction will be enhanced through individualized support strategies, ensuring students develop strong conceptual understanding and problem-solving abilities. Science professional development will emphasize inquiry-based learning and STEM integration as the site works to transition to a new Agriculture based pathway aligned with NGSS life science standards. Positive Discipline and trauma-informed practices will also be key aspects of professional development, empowering staff with proactive approaches to behavior management that cultivate a supportive and restorative school climate. Integrated English Language Development (ELD) strategies will be incorporated into all classes through professional development, ensuring multilingual learners receive the language acquisition support necessary to thrive academically. Professional development across these critical areas will allow J.C. Montgomery staff to be well-equipped to create dynamic, responsive, and inclusive learning environments that prepare students for success while at the site and in future transitions back into the community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	114	133	154