

# General Grant Middle School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	General Grant Middle School
<b>Street</b>	360 North East Avenue
<b>City, State, Zip</b>	Reedley, CA 93654
<b>Phone Number</b>	559.305.7330
<b>Principal</b>	Rodney Cisneros
<b>Email Address</b>	cisneros-r@kcusd.com
<b>School Website</b>	<a href="https://grant.kcusd.com">https://grant.kcusd.com</a>
<b>County-District-School (CDS) Code</b>	10622656006761

## 2022-23 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559-305-7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2022-23 School Overview

### School Description

General Grant Departmental School was dedicated in September 1924. In 1954, it was moved to its present location and given the name General Grant Junior High School. The school received its current name of General Grant Middle School in 1990. The school currently serves 517 students in grades 6-8, on a campus with 35 classrooms, a gymnasium, cafeteria, and locker rooms. The school is a 35 classroom school located in the middle of Reedley. We have a staff of 24 teachers. In addition to our student body, we also house a county SDC program, office space for the district Migrant Services department, and Grant Middle School Opportunity Program, an alternate placement for district middle school students. The current student population of 517 students is comprised of 95% Hispanic, 3% White, 0.7% Asian, and 1% two or more race categories. Grant's Socioeconomically Disadvantaged population is 96%, our English Learner population is 26%, and Students with Disabilities make up 9% of the student population. KCUSD serves approximately 10,000 students with 8 elementary K-5 schools, 4 elementary K-8 schools, 3 middle schools, 2 high schools, one continuation high school, one Middle College High School, an online high school, and an adult school program. KCUSD is located in the San Joaquin Valley in and around the cities of Reedley, Orange Cove, and Squaw Valley. The total area of the District is over 600 square miles. Reedley is an incorporated city in Fresno County in the state of California with a population of approximately 18,000. It is an agricultural based community located 25 miles southeast of Fresno.

General Grant Middle School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. We are committed to working in collaborative teams to build systems of accountability in order to develop and support high student achievement for all students. Our goal is for all students to be able to think critically and communicate effectively in order to engage in rigorous academic discourse. We will achieve our goal by

## 2022-23 School Overview

implementing high leverage teaching practices and maintaining collective commitments.

### School Mission Statement

Community, parents, staff, and students form a collaborative partnership in an effort to achieve the school's mission. The mission of Grant Middle School: We will commit to work collaboratively with all stakeholders to ensure high expectations in order to promote academic achievement and the development of responsible citizens through rigorous educational opportunities and experiences. Our vision is to work in collaborative teams to build systems of accountability in order to develop and support high student achievement for ALL.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	148
Grade 7	168
Grade 8	169
Total Enrollment	485

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	95.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	2.7
English Learners	23.5
Foster Youth	1.4
Homeless	0.2
Migrant	3.7
Socioeconomically Disadvantaged	92.6
Students with Disabilities	10.1

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

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

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

### 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>	11.70	57.25	303.20	73.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	17.30	4.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.30	30.80	51.90	12.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	3.68	12115.80	4.41
<b>Unknown</b>	2.40	11.96	23.30	5.68	18854.30	6.86
<b>Total Teaching Positions</b>	20.40	100.00	410.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	6.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	6.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	32.60	
<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)	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site and grade level is represented on each textbook adoption committee. At Grant Middle School, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Grant's textbooks and other instructional materials for Reading/English Language Arts, Mathematics, Science, and History-Social Science meet state standards and are adopted by the State Board of Education and the Kings Canyon Unified School Board.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Engage New York, adopted 2014	Yes	0%
<b>Mathematics</b>	Engage New York, adopted 2014	Yes	0%
<b>Science</b>	Amplify Science, August 2020	Yes	0%
<b>History-Social Science</b>	Holt, World History (Ancient Civilizations) 2006 edition, 6th grade Holt, World History (Medieval to Early Modern Times) 2006 edition, 7th grade Holt, United States History, 2006 edition, 8th grade	Yes	0%

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

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. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Grant Middle School has 35 classrooms, a cafeteria/multipurpose room, a library media center, a gym and an administration building. The main campus was built in 1954. Additional classrooms were constructed in 1958 and 1977. Additional relocatable classrooms were constructed in 1970, 1989, 1997, 2000, 2003, and 2004. A library media center was constructed in 2003. Additionally, the construction of a gym was completed in November 2009.

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. The most recent inspection was conducted in September, 2021.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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

Year and month of the most recent FIT report

09/2022

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			Gym wall paint peeling and doors are faded. Gym walls and doors need to be repainted, district painter to paint.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Squirrels present in back field. Squirrels are present in back playfields, Eagle Shield to follow up.
<b>Electrical</b>	X			Lighting controller in gym is obsolete. Lighting Controller for gym is not working and is obsolete. Lighting controller has been bypassed to allow light to work. Schneider Electric in the process of identifying a replacement that is compatible.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	54	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	37	N/A	34	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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>	482	482	100.00	0.00	53.73
<b>Female</b>	224	224	100.00	0.00	60.71
<b>Male</b>	258	258	100.00	0.00	47.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	463	463	100.00	0.00	53.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	41.67
<b>English Learners</b>	107	107	100.00	0.00	20.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	428	428	100.00	0.00	52.10
<b>Students Receiving Migrant Education Services</b>	17	17	100.00	0.00	47.06
<b>Students with Disabilities</b>	52	52	100.00	0.00	23.08

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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>	482	482	100.00	0.00	37.34
<b>Female</b>	224	224	100.00	0.00	34.82
<b>Male</b>	258	258	100.00	0.00	39.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	463	463	100.00	0.00	37.37
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	25.00
<b>English Learners</b>	107	107	100.00	0.00	4.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	428	428	100.00	0.00	35.05
<b>Students Receiving Migrant Education Services</b>	17	17	100.00	0.00	35.29
<b>Students with Disabilities</b>	52	52	100.00	0.00	28.85

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	17.68	NT	22.54	28.5	29.47

## 2021-22 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
<b>All Students</b>	164	164	100	0	17.68
<b>Female</b>	78	78	100	0	16.67
<b>Male</b>	86	86	100	0	18.6
<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>	155	155	100	0	15.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	26	26	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	144	144	100	0	14.58
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	19	19	100	0	10.53

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	159	157	154	159	159

## 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.

#### 2022-23 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Grant Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. The Grant Middle School Parent Involvement policy is reviewed annually by parents in the PTC, SSC, and ELAC.

There are numerous and varied opportunities for parent involvement. Under traditional school year conditions, the following take place: Parent volunteers are welcome to participate at Scicon, on field trips, as well as other student activities. Parents attend school functions, participate in parent-teacher conferences, volunteer at school events, assist as coaches, chaperone field trips, and more. Parent education is provided through the KCUSD Parent Academy as well as through our Parent Teacher Club. We hold an annual Title I meeting, Back to School night, Parent Grizzly Academy (parent education). Bridge to Technology provides parent workshops on the use of technology to support families of English Learners with Chromebooks and internet access at home. Parents are also invited to attend student recognition programs and sporting events, College Awareness visits, Transitional Summer School for incoming 6th graders (held in June-July).

Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is enhanced through automated phone calls, parent-teacher conferences, the student/parent handbook, the school website, student report cards, and other regular communication activities, such as teacher letters, text messages, class dojo, school newsletters, event flyers, emails, etc. Translation is provided.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	515	511	48	9.4
Female	237	237	23	9.7
Male	278	274	25	9.1
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	495	491	45	9.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	13	13	2	15.4
English Learners	139	136	13	9.6
Foster Youth	13	12	3	25.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	477	474	47	9.9
Students Receiving Migrant Education Services	21	20	3	15.0
Students with Disabilities	57	57	3	5.3

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.92	2.38	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.34	6.99	0.53	4.65	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	6.99	0.00
<b>Female</b>	5.06	0.00
<b>Male</b>	8.63	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	7.27	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	9.35	0.00
<b>Foster Youth</b>	30.77	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	7.34	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	5.26	0.00



## 2022-23 School Safety Plan

Safety of students and staff is a primary concern of Grant Middle School. Before, during, and after school, the campus is monitored by campus supervisors and assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Visitors and school staff are to display their identification cards at all times.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in August 2022, and discussed with staff on October 19, 2022. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	12	16	5
Mathematics	22	6	8	4
Science	30	1	6	5
Social Science	30	2	5	5

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	25	13	14	5
Mathematics	24	7	7	4
Science	31	1	5	6
Social Science	31	1	6	5

## 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	22	9	14	
Mathematics	27	1	10	1
Science	27	2	8	2
Social Science	27	1	11	

## 2021-22 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	0

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	\$8,133.30	\$1,405.98	\$6,727.32	\$73,659.02
District	N/A	N/A	\$7,845.40	\$76,869
Percent Difference - School Site and District	N/A	N/A	-15.3	-4.3
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	2.0	-12.0

## 2021-22 Types of Services Funded

Kings Canyon Unified School District (KCUSD) receives state and federal categorical funding, in addition to general state funding. For the 2020-2021 school year, General Grant Middle School received federal and state aid for the following categorical, special education, and support programs and programs and supplemental services as outlined below.

State Lottery/General Fund- to provide materials, supplies, and programs for all students.

Title I Part A School-wide Program- to provide supplemental programs and services in English Language Arts, Math, and English Language Development for students who are academically at risk; professional development for staff and parent involvement activities.

Supplemental and Concentrated funds to support Chronic Absenteeism, School Safety/PBIS, and Parent Academies.

After School Education and Safety Grant (ASES) to provide after school programs for students until 6:00 P.M. everyday school is in session.

Summer Learning, GATE, Migrant Services, Puente a Tecnologia, Extended School Year for Special Education students, PBIS, Interventions, both academic and behavioral, were also provided during the 2020-2021 school year.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$48,971	\$52,478
Mid-Range Teacher Salary	\$71,355	\$80,810
Highest Teacher Salary	\$104,176	\$101,276
Average Principal Salary (Elementary)	\$129,325	\$127,080
Average Principal Salary (Middle)	\$133,728	\$134,264
Average Principal Salary (High)	\$151,172	\$147,200
Superintendent Salary	\$232,843	\$242,351
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at Grant Middle School determined by using student and teacher data and is designed to meet the individual needs of teachers and students. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection. All Professional Development activities are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

During the past 3 school years, staff, grade level, district-wide, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and committee meetings. Teachers may also attend conferences and workshops depending on their needs. Three Buy-back and 35 early release days provide time for quality professional development. Grant staff is working collectively to build collective efficacy. Through the use of a guiding coalition, the Grant Middle School Instructional Leadership Team, is a group of experienced teachers who are leading the work and building the capacity of other teachers by providing leadership, professional learning opportunities, training, and serving as model teachers for others. We are committed to ensuring all students at Grant will be able to think critically and communicate effectively in order to engage in rigorous academic discourse. Our instructional focus is for our students to be able to think critically. We have collectively agreed to four high leverage teaching practices which include: Modeling and Think-Alouds, Planning and asking higher order questions, Providing ongoing, timely, effective feedback to students, and Implementing a variety of strategies to promote active student engagement. We are committed to using and expecting academic language, complete sentence responses, building effective PLC practices which are focused on student outcomes, and providing timely, effective, and instructive feedback to staff and students.

Additionally, teachers have attended the following workshops, conferences, and trainings over the past three years:

- Amplify Science Training for Teachers and administrators
- CUE Conference
- Digital Tools for Asynchronous Scaffolds
- ED Caliber
- English 3D implementation Training
- Illuminate
- Thinking Maps
- Write from the Beginning and Beyond
- Time to Teach practices and training
- Safety Care Training
- California STEAM Symposium (Presented and attended)
- CASE Conference (Presented and attended)
- Next Generation Science Standards Early Implementation - Administrative training as well as ongoing staff development
- Professional Learning Communities, Achievement Teams - Resources to support PLCs

Grant Middle School's professional development continues to emphasize collaborative team building (PLC), Direct Instruction (DI), Common Core State Standards (CCSS) in English Language Arts and Mathematics, CCSS Curriculum and Materials, Next Generation Science Standards, and Academic Vocabulary to improve teachers' instruction and students' learning. Achievement Teams

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration regarding data analysis, pacing, and effective instructional strategies. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42