



General Grant Middle School

360 North East Avenue • Reedley, CA 93654 • (559) 305-7330 • Grades 6-8

Sharon Matsuzaki, Principal
matsuzaki-s@kcusd.com
grant.kcusd.com

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

1801 10th Street
Reedley, CA 93654
559.305.7010
www.kcusd.com

District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

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 served 545 students in grades 6-8 during the 2016-2017 school year and included a staff of 23 teachers. 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.

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:

General Grant Middle School 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.

About the SARC

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	205
Grade 7	176
Grade 8	181
Total Enrollment	562

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	0.9
Hispanic or Latino	95.2
Native Hawaiian or Pacific Islander	0
White	2.8
Two or More Races	0.4
Socioeconomically Disadvantaged	92.2
English Learners	20.1
Students with Disabilities	7.1
Foster Youth	0.7

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.

Teacher Credentials			
General Grant Middle School	15-16	16-17	17-18
With Full Credential	20	25	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	423
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
General Grant Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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. All students at Grant have "sufficient textbooks and/or instructional materials," that are aligned to the standards to use in the class and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage NY, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 31 classrooms, a 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, 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 November, 2013.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Gophers in playfield Eagleshield to treat.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Maintenance to follow up with dry rot in room 21,22 and 23 / Gate to be repaired by gym entrance
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Baseball / Soccer field are unplayable. Ground to follow up / Sprinklers are to be repaired/replaced by grounds / tack board tear in hallway. maintenance to repair/replace / Fence line pulled from bottom, advance fence to replace.
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	49	45	47	48	48
Math	32	38	27	32	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	36	47	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.8	33.5	26.3

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	159	158	99.4	46.8
Male	91	90	98.9	47.8
Female	68	68	100.0	45.6
Hispanic or Latino	149	148	99.3	44.6
Socioeconomically Disadvantaged	143	142	99.3	45.1
English Learners	18	18	100.0	22.2
Students with Disabilities	11	11	100.0	36.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	543	537	98.9	48.98
Male	270	265	98.15	42.64
Female	273	272	99.63	55.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	517	513	99.23	48.34
White	14	13	92.86	61.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	499	493	98.8	46.45
English Learners	291	287	98.63	34.49
Students with Disabilities	42	41	97.62	9.76
Students Receiving Migrant Education Services	20	19	95	47.37
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	543	540	99.45	38.33
Male	270	268	99.26	34.33
Female	273	272	99.63	42.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	517	516	99.81	37.79
White	14	13	92.86	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	499	497	99.6	36.62
English Learners	291	291	100	26.12
Students with Disabilities	42	41	97.62	4.88
Students Receiving Migrant Education Services	20	20	100	40
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

There are numerous and varied opportunities for parent involvement. 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 in classrooms, assist as coaches, chaperone field trips, and more. Parent education is provided through the KCUSD Parent Academy and Parent Institute for Quality Education. Parents are also invited to attend student recognition programs and sporting events.

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, emails, etc. Translation is regularly provided.

Parents who would like more information on how to become involved may contact Principal Sharon Matsuzaki at (559) 305-7330.

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.

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 2016, and discussed with staff in August 2017. 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.5	5.7	7.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		61.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.25
Social Worker	0.8
Nurse	0.4
Speech/Language/Hearing Specialist	0.03
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	27	26	1	1	7	9	9	29	2	2	2
Mathematics	27	27	27	2	2	2	10	10	10			
Science	28	27	27	3	2	2	7	9	8	2	1	2
Social Science	27	25	27		1	1	11	9	9	1	2	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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.

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

- CUE Conference
- CALL Training
- ED Caliber
- English 3D implementation Training
- Google Tool Kit
- Illuminate
- Kate Kinsella Writing Strategies
- Kagan Cooperative Learning(5 day trainings)
- Read 180/System 44 Reading Intervention Implementation Training
- Various Math trainings offered by Tulare County Office of Education
- Thinking Maps
- Write from the Beginning and Beyond

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.

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,068.61	\$1,040.47	\$5,028.15	\$65,565.47
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-9.8	-5.0
Percent Difference: School Site/ State			-23.5	-12.0

* Cells with ♦ do not require data.

Types of Services Funded

Kings Canyon Unified School District (KCUSD) receives state and federal categorical funding, in addition to general state funding. For the 2015-16 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.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.