



McKee Middle School

205 McKee Rd. • Bakersfield, CA 93307 • 661.837.6060 • Grades 6-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Greenfield Union School District

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District Governing Board

Mike Shaw
Dr. Ricardo Herrera
Kyle Wylie
Richard Saldana
Melinda Long

District Administration

Ramon Hendrix
Superintendent
Sarah Dawson
**Assistant Superintendent
Curriculum**

Lucas Hogue
**Assistant Superintendent
Personnel**

Rebecca Thomas/TBD
**Assistant Superintendent
Business**

School Description

McKee Middle School (MMS) is one of three middle schools in Greenfield Union School District. It is located in the southern end of Kern County and receives students from several feeder elementary schools including, but not limited to, Granite Pointe, Fairview, Horizon and Valle Verde. Enrollment for 2018-2019 is 1,055 students made up of 338 sixth graders, 345 seventh graders and 372 eighth graders. MMS is a Title 1 and a Schoolwide Program School designed to serve all students, improving all structures that support student learning, and combining all resources to achieve common education goals. Our school mission is to maximize learning and personal responsibility for all. We, at McKee Middle School, are dedicated to the vision that all students are capable of high levels of achievement. Our school motto is: Believe and Achieve. We encourage all students to believe in themselves and work hard to achieve their goals. MMS is proud to provide AVID (Advancement Via Individual Determination) as a college readiness program designed to help students develop the skills they need to be successful in college. In addition, MMS is working to increase student daily attendance and to reduce student suspensions through Positive Behavioral Interventions and Supports.

It is our mission to help students develop an attitude of personal responsibility, capability, self-worth, and self-discipline that will instill in them the character to become productive and mature citizens. We accomplish our vision through collaboration, planning, accountability, quality instruction, and data teams. More importantly, we trust in one another to do right by the students, staff, and teachers.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	332
Grade 7	372
Grade 8	344
Total Enrollment	1,048

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.1
Asian	1.9
Filipino	0.9
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.0
White	7.4
Socioeconomically Disadvantaged	89.5
English Learners	16.2
Students with Disabilities	11.6
Foster Youth	0.5

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			
McKee Middle School	16-17	17-18	18-19
With Full Credential	47	41	45
Without Full Credential	3	8	6
Teaching Outside Subject Area of Competence	0	1	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	52
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McKee Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt , adopted 2016-2017 Collections California Read 180, adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill - California Math, adopted 2014-15 6th - Course 1; 7th - Course 2; 8th - Course 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt Rinehart and Winston - California Science, adopted 2006-07 6th - Earth, 7th - Life, and 8th - Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson My World Interactive Gr 6-8 California History-Social Science, adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

McKee Middle School staff and students take pride in the campus. The grounds are kept clean and neat by our custodians. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or the district office, or on the Internet at the school's web address. The grounds have undergone beautification including plants, ornamental bark, and a new sprinkler system. The entire exterior of the buildings has been painted. The school facilities have adequate air conditioning, heating, and lighting for safety and a comfortable climate. Updated classrooms are available for electives in the Life Skills/Cooking and a STEM Lab. As the oldest campus in the Greenfield Union School District, our classroom repairs are made quickly, as teachers are strongly encouraged to turn in work requests. A district-wide reporting system via the internet has been developed to allow school sites to notify the district's Maintenance, Operation and Transportation Department immediately when a repair is needed to ensure a safe environment for the students and staff. Classrooms, offices, restrooms, and other facilities are cleaned on a daily basis.

In 2017-18, the following facility improvements were made to the MMS campus:

- New cafeteria flooring
- New cafeteria tables installed with table wall pockets enclosed with durable wall panels.
- Four classrooms and locker rooms painted
- Exterior covered corridor framing enclosed with new plaster finish
- New home economics portable carts provided
- Replace two irrigation clocks

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/05/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/05/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. 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); 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

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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	38.0	42.0	48.0	48.0	50.0
Math	30.0	28.0	32.0	36.0	37.0	38.0

Note: 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.

Note: 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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.9	19.7	20.0

* 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.

**School Year 2017-18 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	1011	1005	99.41	38.01
Male	498	492	98.80	29.67
Female	513	513	100.00	46.00
Black or African American	52	52	100.00	17.31
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	50.00
Filipino	--	--	--	--
Hispanic or Latino	856	852	99.53	37.56
White	68	66	97.06	51.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	922	916	99.35	36.68
English Learners	399	396	99.25	20.96
Students with Disabilities	108	107	99.07	1.87
Students Receiving Migrant Education Services	45	44	97.78	27.27
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 2017-18 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	1,010	1,007	99.7	27.71
Male	497	494	99.4	26.32
Female	513	513	100	29.04
Black or African American	52	52	100	9.62
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	50
Filipino	--	--	--	--
Hispanic or Latino	856	854	99.77	28.45
White	67	66	98.51	22.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	921	918	99.67	26.47
English Learners	399	399	100	16.04
Students with Disabilities	108	107	99.07	1.87
Students Receiving Migrant Education Services	45	45	100	26.67
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families. McKee invites parents to participate in parent-teacher conferences and other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. We invite parents to numerous site events including Back to School, picnics, assemblies, academic updates, sporting events, and performing arts. McKee offers an AVID program whereas parents are invited to attend several nightly meeting discussing the program and encouraging parents to volunteer to allow students access and knowledge about college campuses and prepare them for future careers. LEA and McKee Middle School has a community partnership with the Bakersfield Adult School to offer day classes to district families to learn English and / or earn a high school diploma. Classes are offered at the district facilities to encourage parent participation.

Periodic meetings are held to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites encourage parents to participate in the School Site Council and ELAC meetings to evaluate site-based needs and activities.

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

A school safety plan has been written and is re-evaluated and revised each year by the Assistant Principal. The plan includes proactive ways to prevent unsafe situations as well as procedures that are put into play in case of emergency. There are procedures in place for fire, earthquake, other general disasters and for an intruder on campus. We cooperate with local and state agencies in coordinating these programs. School staff members are aware of safety and health policies and provide adequate supervision on the playground. A review of various health and safety rules is provided throughout the year. A safety committee has been established to consult with the site principal on safety needs and concerns. Any accidents are reported to the office and an accident report is completed. The McKee School Safety Plan was reviewed with the staff on Wednesday, October 17, 2018 and the staff participated in the California sponsored Great Shake Out that took place on October 18, 2018 at 10:18 a.m. The students and staff participated in an earthquake drill enhancing our preparedness in the event of a real earthquake.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.9	7.3	6.0
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	20.3
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
6	24	27	29	18	10	4	62	70	59	7	10	8

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	17.0	21.0	28	38	26	17	10	17			2
Mathematics	20.0	18.0	21.0	21	33	19	11	6	16	1	1	2
Science	27.0	28.0	30.0	1	3	2	19	18	9	2	1	12
Social Science	28.0	30.0	31.0	1	1	1	21	16	11		4	10

* 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

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

McKee Middle School is committed to Professional Learning Communities (PLC) with 11 teachers attending the PLC conference by Solution Tree in June 2018. McKee Middle School ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,224.38	\$1,453.20	\$5,771.17	\$69,406.42
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-19.1	-5.0
Percent Difference: School Site/ State			-21.0	-15.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

McKee Middle School is identified as a Title I Schoolwide Program School. In a Schoolwide program, an effort is made to use all funds available to the school, both Federal and State, in a combined effort to provide the best program for all students. Each categorical program must maintain its integrity; however, funds may be used with greater freedom to meet the needs of all students. These categorical monies supplement, not supplant, the core materials. Many of the services funded and taking place at McKee Middle School are focused on helping struggling students to achieve success; some of those programs are: After School Success Program, Migrant Education, Response to Intervention (RTI), and Math Intervention. Other programs enrich students' lives through academic activities such as the Science Fair, Oral Language Festival, Battle of the Books, Henry Greve Speech Contest, Bank of America Speech and Essay Contest and Spelling Bee. The Nutrition Program services all students for regular day healthy meals and snacks during afterschool programs.

Title I Part A - The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Title 1 pays partial or full salaries and benefits for personnel who provide direct services to the students to improve academics, social and behavioral needs. In addition, funds are used to send teachers and administrators to worthwhile conferences and trainings for professional development.

Title III Part A - The goal of this program is to develop English learner's proficiency in English and in the district's core curriculum as rapidly and effectively as possible. Most of this money pays the salary and benefits of instructional assistants who provide support for students in the classroom as they learn English and grade level standards. Additionally, this program helps fund supplementary instructional materials.

Local Control Accountability Program (LCAP/LCFF) – The goal of this program is to expand and improve the educational opportunities of all students to help them succeed in the regular classroom. LCFF pays the partial salary and benefits for classified personnel who provide direct services to the students: the media clerk, and bilingual assistant. The remainder of the funds pays for supplementary instructional materials, books and equipment. Educational field trips and enrichment activities are offered to all students to provide additional learning opportunities.

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).

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.