

# General Grant Middle School

360 North East Avenue • Reedley, CA 93654 • 559.305.7330 • Grades 6-8

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<https://grant.kcusd.com/>



## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Kings Canyon Joint Unified School District**

1801 10th Street  
Reedley, CA 93654  
559.305.7010  
[www.kcusd.com](http://www.kcusd.com)

### **District Governing Board**

Noel Remick

Sarah Rola

Jim Mulligan III

Robin Tyler

Nancy Hernandez

Craig Cooper

Clotilda Mora

### **District Administration**

John Campbell

**Superintendent**

Roberto Gutierrez

**Deputy Superintendent, Human  
Resources**

Monica Benner

**Assistant Superintendent,  
Curriculum and Instruction**

Mary Ann Carousso

**Administrator, Student Services**

Jose Guzman

**Administrator, Educational  
Programs**

Adele Nikkel

**Chief Financial Officer**

### **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 540 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 540 students is comprised of 95% Hispanic, 3% White, 0.7% Asian, and 1% two or more race categories. Grant's Socioeconomically Disadvantaged population is 95%, 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.

### **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 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	177
Grade 7	195
Grade 8	164
Total Enrollment	536

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.6
Filipino	0.2
Hispanic or Latino	96.1
White	2.4
Two or More Races	0.7
Socioeconomically Disadvantaged	93.7
English Learners	21.6
Students with Disabilities	7.5
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 for General Grant Middle	18-19	19-20	20-21
With Full Credential	20	21	22
Without Full Credential	3	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at General Grant Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

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," which 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, 2020

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	Amplify Science, August 2020 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%

#### 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 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 November, 2020.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Exterior lights do not work.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	A tree needs to be trimmed.
<b>Overall Rating</b>	<b>Good</b>	District electrician to replace exterior light bulbs at a couple of areas. Groundsman to trim tree by cafeteria.

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	58	N/A	52	N/A	50	N/A
Math	51	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

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 and Parenting Partners. 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). Due to the COVID-19 pandemic, many of these activities took place virtually including our Annual Title I meeting, SSC and ELAC meetings, Back-to-School nights, Parent Education opportunities. Additionally, drive through parent engagement opportunities included parent appreciation events, gathering of signatures for ELAC, PTC, and SSC, and distribution of information.

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.

**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 (School Year 2020-2021)**

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 2020, and discussed with staff on October 26, 2020. 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.3	2.8	5.4	3.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	8	14	3	25	10	18	4	22	12	16	5
Mathematics	30	1	8	3	31	2	5	5	22	6	8	4
Science	30	2	4	6	31	1	5	6	30	1	6	5
Social Science	30		10	2	31	2	6	4	30	2	5	5

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

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:

Amplify Science Training for Teachers and administrators

CUE Conference

Digital Tools for Asynchronous Scaffolds

ED Caliber

English 3D implementation Training

Illuminate

Read 180/System 44 Reading Intervention Implementation Training

Math trainings offered by Tulare County Office of Education

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 - consultants Marc Johnson, Jon Yost

Achieve 3000 Reading

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$49,782
Mid-Range Teacher Salary	\$68,584	\$76,851
Highest Teacher Salary	\$100,131	\$97,722
Average Principal Salary (ES)	\$122,043	\$121,304
Average Principal Salary (MS)	\$129,489	\$128,629
Average Principal Salary (HS)	\$145,510	\$141,235
Superintendent Salary	\$213,358	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Kings Canyon Unified School District (KCUSD) receives state and federal categorical funding, in addition to general state funding. For the 2019-2020 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.

Parenting Partners, 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 2019-2020 school year.

#### 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,454.65	\$706.14	\$6,748.51	\$70,077.40
District	N/A	N/A	\$7,619.64	\$73,751
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.1	-5.1
School Site/ State	-13.8	-12.2

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