General Grant Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	General Grant Middle School
Street	360 North East Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	559.305.7330
Principal	Rodney Cisneros
Email Address	cisneros-r@kcusd.com
School Website	https://grant.kcusd.com
Grade Span	6-8
County-District-School (CDS) Code	10622656006761

2025-26 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2025-26 School Description and Mission Statement

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 523 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 27 teachers. In addition to our student body, we also house a county SDC program, office space for the Culture and Climate Director, and Grant Middle School Opportunity Program, an alternate placement for district middle school students. The current student population of 523 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 school and a traditional independent study program, and an adult school. 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 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 commit to work collaboratively in ensuring high expectations and academic achievement through rigorous educational opportunities and experiences. Our vision: Through a focus on learning, collaboration, and

2025-26 School Description and Mission Statement

results orientation, all students at Grant will learn at high levels.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	178
Grade 7	167
Grade 8	181
Total Enrollment	526

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.6
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.4
White	2.7
English Learners	22.2
Homeless	1.1
Migrant	4.6
Socioeconomically Disadvantaged	91.3
Students with Disabilities	9.1

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.

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)	16	77.34	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	0.8	4.09	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	4.76	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	8.9	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	1	4.81	10.6	2.44	15831.9	5.67
Total Teaching Positions	20.7	100	435.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.6	67.32	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	4.54	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	13.08	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	10.37	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	1	4.59	8.7	2.03	14303.8	5.15
Total Teaching Positions	21.7	100	431.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	13.2	66.97	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	20.2	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	7.78	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	1	5.05	14	3.19	13705.8	4.91
Total Teaching Positions	19.8	100	440.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.9	1.5
Misassignments	0.90	1.8	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	2.8	4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.8	0
Local Assignment Options	1.80	1.4	1.5
Total Out-of-Field Teachers	1.80	2.2	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.3	5.1	14.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage NY, 2014 - English Language Arts https://www.engageny.org/resource/grade-6-english-language-artshttps://www.engageny.org/resource/grade-7-english-language-artshttps://www.engageny.org/resource/grade-8-english-language-arts Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	0%
Mathematics	Grades 6-8 Great Minds: Eureka Math 2018 edition	0%
Science	Grades 6-8 Amplify Science, 2020 https://amplify.com/science-california-review-grade-6-integrated/https://amplify.com/science-california-review-grade-7-integrated/https://amplify.com/science-california-review-grade-8-integrated/	0%
History-Social Science	Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	0%
Foreign Language	N/A	N/A
Health	N/A	NA
Visual and Performing Arts	N/A	

Science Laboratory Equipment (grades 9-12)	N/A	

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

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. The frontage entrance and exit was completed in 2023.

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 facilities inspection was conducted in October, 2025.

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	10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Torn tackboard in cafeteria. Maintenance to repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Housekeeping has improved from last year's inspection. However, main gym needs more attention to detail.
Electrical	X			Gym's electrical control panel is not working. To be serviced under warranty on 10-17-25
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	64	51	56	47	48
Mathematics (grades 3-8 and 11)	44	48	38	42	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	524	514	98.09	1.91	64.52
Female	268	263	98.13	1.87	71.48
Male	256	251	98.05	1.95	57.20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	494	484	97.98	2.02	64.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	14	14	100.00	0.00	64.29
English Learners	95	88	92.63	7.37	22.73
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	63.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	361	97.57	2.43	59.28
Students Receiving Migrant Education Services	22	17	77.27	22.73	52.94
Students with Disabilities	42	42	100.00	0.00	7.14

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	524	521	99.43	0.57	47.98
Female	268	266	99.25	0.75	44.74
Male	256	255	99.61	0.39	51.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	494	491	99.39	0.61	48.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	14	14	100.00	0.00	50.00
English Learners	95	94	98.95	1.05	10.64
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	367	99.19	0.81	43.32
Students Receiving Migrant Education Services	22	21	95.45	4.55	38.10
Students with Disabilities	42	42	100.00	0.00	16.67

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.25	24.71	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	183	180	98.36	1.64	25.14
Female	108	106	98.15	1.85	22.86
Male	75	74	98.67	1.33	28.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	170	167	98.24	1.76	24.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	29	96.67	3.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	126	97.67	2.33	19.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	16.67

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	97%	97%	98%	97%	97%
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 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, 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 and Back to School night. 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), School Site Council (SSC), and the Community Schools Site Steering Committee.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	547	50	9.1
Female	280	277	25	9.0
Male	274	270	25	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	520	515	45	8.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	16	14	3	21.4
English Learners	130	129	12	9.3
Foster Youth	--	--	--	--
Homeless	15	15	3	20.0
Socioeconomically Disadvantaged	507	503	48	9.5
Students Receiving Migrant Education Services	26	26	4	15.4
Students with Disabilities	50	50	8	16.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.17	13.14	9.75	5.93	6.38	5.61	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.75	0.00
Female	6.07	0.00
Male	13.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	13.08	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	10.45	0.00
Students Receiving Migrant Education Services	11.54	0.00
Students with Disabilities	12.00	0.00

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

2025-26 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 most recent plan was board approved in February 2025. The plan was last reviewed/updated in August 2025, and discussed with staff on October 8, 2025. 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	16	13	1
Mathematics	27	2	10	0
Science	27	3	7	2
Social Science	27	3	8	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	8	4
Mathematics	29	2	7	3
Science	32	1	4	6
Social Science	31		7	4

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	7	8	3
Mathematics	28	1	10	1
Science	29	1	8	3
Social Science	28	1	8	3

2024-25 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

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$10,898.76	$1,850.72	$9,048.04	$94,668.70
District	N/A	N/A	$9,673.56	$94,363.46
Percent Difference - School Site and District	N/A	N/A	-6.7	8.8
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-17.4	0.0

Fiscal Year 2024-25 Types of Services Funded

Kings Canyon Unified School District (KCUSD) receives state and federal categorical funding, in addition to general state funding. For the 2024-2025 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 2024-2025 school year.

Community Schools grant funding was utilized to support student attendance and socio-emotional wellness.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$60,919	$62,145
Mid-Range Teacher Salary	$88,765	$97,088
Highest Teacher Salary	$129,594	$120,436
Average Principal Salary (Elementary)	$155,455	$151,343
Average Principal Salary (Middle)	$167,817	$159,514
Average Principal Salary (High)	$186,757	$177,261
Superintendent Salary	$312,323	$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

Professional Development

Professional development at Grant Middle School is 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:
English 3D implementation Training
Illuminate
Thinking Maps
Write from the Beginning and Beyond
Time to Teach practices and training
Safety Care Training
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

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42