



Great Western Elementary School

5051 S. Frankwood Ave • Reedley, CA 93654 • (559) 305-7220 • Grades P-5

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



Kings Canyon Joint Unified School District

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School Description

Great Western Elementary is a 17-classroom K-5 school located in a country environment. Located among vineyards and fruit trees on the outskirts of Reedley, Great Western serves kindergarten through fifth-grade students and also houses TK-2 SDC, a full day, year-round State Preschool Program, and the district's Intensive Behavior Support Program, The Bronco Academy. The total school population consists of approximately 332 Kings Canyon Unified School District students on a traditional school schedule. KCUSD serves approximately 10,121 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 and Orange Cove. The total area of the District is over 600 square miles. Great Western's Student Demographics: Great Western School consists of Hispanic (83%), White (14%), Asian (1%) other (2%). Socioeconomically Disadvantaged students make up 87% of the population, English Learners 45% of the population, and Students with Disabilities make up 6% of the school-wide population. 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. The population of Fresno is approximately 250,000. The general area is located an equal distance from San Francisco and Los Angeles in the center of the San Joaquin Valley. The city of Reedley provides (a) recreational facilities, (b) a county branch library, (c) medical facilities, (d) a historical museum, (e) a local weekly newspaper, (f) a community college, Reedley College. A point of interest is the Kings River that flows through the community and provides recreational and historical interest. Within the general community, there are several fruit packing sheds and other industries associated with agriculture. A majority of the parents of the school children are employed within the farming community. The Great Western Staff consists of the following: 1 principal, 1 Learning Director, 14 full-time classroom teachers, 1 full-time Resource Specialist Teacher, 1 full-time Special Day Class teacher, 1 part-time Speech and Language Specialist, 1 full-time preschool teacher, 5 preschool instructional aides, 1 part-time librarian, 2 office staff, 4 bilingual instructional aides, 1 resource aide, 2 Special Day Class aides, 4 additional instructional support aides, 1 full time and 2 part-time custodial staff, 1 full-time kitchen manager and 2 kitchen assistants, 4 behavior technicians to support the Bronco Academy, as well as support staff, which include a school psychologist, and behavior school psychologist for the Bronco Academy, on-site counselors, and nurse.

School Vision and Mission Statement: The mission of Great Western School is to ensure that all students learn every day. It is our mission to inspire children for excellence by creating a community of lifelong learners in a safe environment. Our vision is that we will be a team of professionals who are committed to learning for all students.

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
Kindergarten	49
Grade 1	54
Grade 2	51
Grade 3	49
Grade 4	61
Grade 5	61
Total Enrollment	325

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.6
Hispanic or Latino	87.1
White	10.5
Two or More Races	0.6
Socioeconomically Disadvantaged	86.5
English Learners	32.6
Students with Disabilities	9.5

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 for Great Western	18-19	19-20	20-21
With Full Credential	14	15	14
Without Full Credential	1	2	4
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 Great Western Elementary 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)

The district convenes a committee to provide input and feedback in the textbook adoption process. The committee meets the year prior to the adoption in order to review State adopted material. They complete an exhaustive process to review and evaluate the adopted material. They compare the curriculum to state and district standards and complete an evaluation of the extent to which the material covers each standard. The committee provides information to teachers and prepares a short list of publishers to consider for adoption. Publishers then send samples to the district in order to have teachers, administrators, and parents provide input. The material is selected based on teacher, administration, and parent input. The choice is put before the School Board and upon approval adopted by the district.

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	Grades TK -5: Engage New York, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grades TK -5: Engage New York, June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grades K-5 Amplify Science, 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, It's Revolutionary, 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.

Great Western Elementary School has 19 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1953. Additional classrooms were constructed in 1990. Additional relocatable classrooms were constructed in 1987, 1990, 1995, 1997, and 1999. A library was constructed in 2004.

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 Director of Maintenance, Custodial Supervisor, and the site principal work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The most recent Facilities inspection was completed in November 2013

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.

Solar carports were installed in 2019 in the front parking lot

Shade structures were installed over the Preschool and Kinder big toy and also over the bus pick up area in 2016

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Exterior lights not working.
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	Sprinklers need to be replaced.
Overall Rating	Good	Exterior lights at a couple of areas need to be replaced. District electricians to replace. Groundsman to replace a couple of broken sprinklers. Key gets stuck in cylinder of room 14. District locksmith to repair.

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	52	N/A	52	N/A	50	N/A
Math	54	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	23	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. Great Western Elementary 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. Great Western aims to continue to have strong parental involvement during the COVID-19 pandemic. Many events will be held in different formats as listed below.

Great Western will offer virtual Latino Literacy workshops to all families, through the KCUSD Parent Academy. Understanding State Standards and Math parent night will also be held as virtual events in the Spring. Pastries with parents and family spaghetti dinner night will be held in a drive through fashion. A workshop for students transitioning from Elementary to Middle School will be a combined virtual event with the middle school. Our trimester awards assemblies will happen in each individual classroom and photos will be shared with families. Our annual Soup night has been replaced with the creation of a "Soup Night" cookbook to which families have been invited to donate recipes to. Family Fun Night will be reviewed as time approaches. Bridge to Technology parent workshops are held throughout the year virtually to support families of English Learners with Chromebooks and internet access at home.

There are numerous and varied opportunities for parent involvement, all of which will adjust during this pandemic. Parents participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. Many of these will now be done virtually. Parents can volunteer to help by prepping items at home and helping with online platforms. Parents may also serve on advisory committees and leadership teams, including the Parent Teacher Club (PTC), English Learner Advisory Council (ELAC), GATE Advisory Committee, and School Site Council (SSC) all of which are held virtually this year.

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, and other regular communication activities, including parent square. Translation is regularly 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)

The safety of students and staff is a primary concern of Great Western Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. All gates are locked and remained locked during school hours with the exception of the front gate which remains closed and latched during school hours.

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 and reviewed with staff and the SSC in September 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	3.4	1.1	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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

*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 Level	2017-18			2018-19			2019-20			
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		2	19	1	2	23		2	
1	24		2	26		2	26		2	
2	23		3	24		2	24		2	
3	27		2	23		3	25		2	
4	32		2	29		2	31		2	
5	30		2	32		2	31		2	
Other**	11	1					9	1		

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

** "Other" category is for multi-grade level classes.

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 Great Western Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, Learning Director, teachers, instructional aides, and other support personnel may take part in these activities. KCUSD emphasizes collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program, with a focus on English Learners and special needs students.

Great Western Elementary School emphasizes collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district meetings. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development and collaboration. Wednesday early release days are utilized for Grade Level Collaboration Meetings and district Write From the Beginning Training.

In 2018-2019 in addition to the district-provided professional development, Great Western staff participated in Autism Training and Safety Care Training. We continue to focus on Collaborative Teams and data analysis to the individual student level. School-wide we have placed a focus on Math RtI and utilize data to drive the instruction during this time. Three teachers have joined the NGSS team and participate in training and lesson studies around Science. Also, a Multi-tiered Systems of Supports Leadership team has been formed to begin to build an understanding and dig deep into the systems currently in place at Great Western.

In 2019-20, in addition to the district provided professional development Great Western is focusing professional development on Multi-Tiered Systems of Supports. This training will expand to all staff this year with a focus on improvement science. We are continuing our school-wide Math RtI, and supporting all SWD with an additional skills intervention block. Three teachers are receiving Read 180 training, intermediate teachers participate in Achieve 300 training and new teachers will attend Kagan training.

In 2020-2021, in addition to the district provided professional development, which focused around the new Science adoption and distance education, Great Western is focusing on continuing the development of our Multi-Tiered Systems of Supports. We also continue a focus on Science for both teachers and administrators. We will also focus on essential standards and pacing guides during hybrid instruction. Data collection and progress monitoring is key to ensuring student success. Teachers and support staff also attend Safety Care Training as necessary.

Great Western also continues to engage in Professional Learning Communities (PLCs), assessment and data collection, and effective teaching strategies, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. To supplement student learning, the Great Western staff received training on ways to use "Thinking Maps" as an instructional strategy. Multiple staff members and administrators have attended Kagan Trainings to increase student engagement in the classroom.

Additionally, Great Western's Response to Intervention program and processes continues to refine their use of data to analyze and amend interventions. Decisions and improvements to instruction will continue to be based on findings through the analysis and data. Resources will be focused on research-based intervention programs and staffing to enhance the intervention program already in place.

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/.

Types of Services Funded

Types of Services Funded at Great Western School

Title I Schoolwide program- academic support- targeted intervention, additional Instructional Aide support, professional development, and parent involvement. As well as provide support for supplemental materials & supplies and technology.

Supplemental/Concentrated funds to support Chronic Absenteeism, School Safety/PBIS, The Bronco Academy, Parent Academies, Migrant, Puente, and After School Program

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	\$9,143.76	\$1,731.41	\$7,412.35	\$79,011.56
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	-2.8	6.9
School Site/ State	-4.5	-0.2

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