

Great Western Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Great Western Elementary School
Street	5051 S. Frankwood Ave
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7220
Principal	Lori Botkin
Email Address	botkin-l@kcusd.com
School Website	https://greatwestern.kcusd.com/
County-District-School (CDS) Code	10622656088959

2021-22 District Contact Information

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

2021-22 School Overview

Great Western Elementary is an 18-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, 2-5 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 346 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 (87.1%), White (10.5%), Asian (0.3%) other (2.1%). Socioeconomically Disadvantaged students make up 86.5% of the population, English Learners 32.6% of the population, and Students with Disabilities make up 9.5% 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, 15 full-time classroom teachers, 1 full-time Resource Specialist Teacher, 2 full-time Special Day Class teacher,s 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, 4 Special Day Class aides, 5 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, on-site counselors, All for Youth Counselors and a 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	52
Grade 2	55
Grade 3	49
Grade 4	55
Grade 5	63
Total Enrollment	324

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	83.3
Two or More Races	1.2
White	13
English Learners	36.1
Foster Youth	0.3
Socioeconomically Disadvantaged	86.7
Students with Disabilities	8.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 shortlist 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. At Great Western 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.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK -5: Engage New York, June 2014	Yes	0%
Mathematics	Grades TK -5: Engage New York, June 2014	Yes	0%
Science	Grades K-5 Amplify Science, 2020	Yes	0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		NA

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.

Great Western Elementary School has 21 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.

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

Solar carports were installed in 2019 in the front parking lot

Currently a resurfacing project is underway for the front parking lot and primary play yard.

Year and month of the most recent FIT report

9/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Clogged toilet in boy's restroom. Maintenance to repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Broken sprinklers throughout playfield, grounds to repair. Playground equipment steps (rubber coating) is peeling. Grounds to order new steps. Big toy playground need more bark. Grounds to order more bark.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	172	98.85	1.15	37.79
Female	87	87	100	0	39.08
Male	87	85	97.7	2.3	36.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	145	100	0	36.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95	5	47.37
English Learners	59	59	100	0	11.86
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	146	99.32	0.68	32.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100	0	8.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	172	98.85	1.15	27.33
Female	87	87	100.00	0.00	22.99
Male	87	85	97.70	2.30	31.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	145	145	100.00	0.00	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	19	95.00	5.00	47.37
English Learners	59	59	100.00	0.00	8.47
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	146	99.32	0.68	21.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	30	NT	NT	NT	NT
Male	33	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	56	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 will offer Parenting Partner workshops to all families, through the KCUSD Parent Academy. Understanding State Standards and Math parent night will also be held in the Spring. Pastries with parents and family spaghetti dinner night will be held on campus with social distancing provided and outside locations available. A workshop for students transitioning from Elementary to Middle School will be held and school visits will be scheduled. Our trimester awards assemblies will be small to allow for social distancing and less interruption to class time. Our annual Soup night will be held in the cafeteria and outside under the shade structure. Family Fun Night will be an outdoor Spring event to be enjoyed by all. Bridge to Technology parent workshops are held throughout the year to support families of English Learners with Chromebooks and internet access at home.

There are numerous and varied opportunities for parent involvement. Parents participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. Parents can also volunteer to help by prepping items at home. 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).

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	347	13	3.7
Female	160	158	7	4.4
Male	192	189	6	3.2
American Indian or Alaska Native	2	2	0	0.0
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	293	289	13	4.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	44	43	0	0.0
English Learners	130	128	3	2.3
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	301	297	13	4.4
Students Receiving Migrant Education Services	14	14	0	0.0
Students with Disabilities	35	34	2	5.9

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.08	0.00	3.08	0.53	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.28	2.38	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 remain 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 2021. 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	26		2	
2	24		2	
3	23		3	
4	29		2	
5	32		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	26		2	
2	24		2	
3	25		2	
4	31		2	
5	31		2	
6				
Other	9	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4		
1	16	3		
2	18	3		
3	25		2	
4	28		2	
5	32		2	
6				
Other	8	1		

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10,178.11	\$1,920.24	\$8,257.87	\$77,266.48
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	9.9	2.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-2.2	-4.8

2020-21 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, additional support for the office, and supervision. 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,010	\$51,029
Mid-Range Teacher Salary	\$69,956	\$78,583
Highest Teacher Salary	\$102,133	\$99,506
Average Principal Salary (Elementary)	\$123,232	\$124,576
Average Principal Salary (Middle)	\$132,992	\$131,395
Average Principal Salary (High)	\$147,623	\$144,697
Superintendent Salary	\$223,065	\$240,194
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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. The 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 high-leverage teaching practices in its professional development program. Staff, leadership team, grade level team, new-teacher team, 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 and/or site professional development opportunities.

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 Support. 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.

In 2021-2022, in addition to the district-provided professional development, which focused on the iReady intervention program, Science, SEL curriculum, as well as many resources as we return to full time on campus. Great Western is focusing on Speaking and Written Responses. Utilizing our Leadership Team we have selected high-leverage teaching practices to monitor and constantly improve over the year. The new teachers also attended Kagan training as well as Write From the Beginning and Beyond. Science Professional Development continues to be a focus as well. We utilize Safety Care training for necessary staff. All teachers also attended training for the light speed systems. We are also continuing coaching and training for a few teachers utilizing Read 180 to support students with Reading. Special Education staff received training on the new curriculum SPIRE.

Great Western also continues to be a Professional Learning Community, collaborating over assessment and data collection, and high leverage teaching practices, 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Kings Canyon Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5121	4993	97.50	2.50	41.96
Female	2481	2426	97.78	2.22	47.03
Male	2640	2567	97.23	2.77	37.16
American Indian or Alaska Native	23	20	86.96	13.04	20.00
Asian	27	26	96.30	3.70	57.69
Black or African American	14	14	100.00	0.00	57.14
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	4567	4471	97.90	2.10	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	55	91.67	8.33	45.45
White	412	391	94.90	5.10	55.75
English Learners	1328	1286	96.84	3.16	8.94
Foster Youth	39	37	94.87	5.13	29.73
Homeless	38	30	78.95	21.05	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4490	4390	97.77	2.23	39.27
Students Receiving Migrant Education Services	254	250	98.43	1.57	31.60
Students with Disabilities	400	368	92.00	8.00	11.41

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5122	5003	97.68	2.32	25.42
Female	2481	2432	98.02	1.98	25.25
Male	2641	2571	97.35	2.65	25.59
American Indian or Alaska Native	23	20	86.96	13.04	10.00
Asian	27	27	100.00	0.00	44.44
Black or African American	15	14	93.33	6.67	42.86
Filipino	15	13	86.67	13.33	38.46
Hispanic or Latino	4567	4478	98.05	1.95	23.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	56	93.33	6.67	35.71
White	412	392	95.15		42.09
English Learners	1328	1298	97.74	2.26	6.01
Foster Youth	39	38	97.44	2.56	18.42
Homeless	38	32	84.21	15.79	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4491	4399	97.95	2.05	22.64
Students Receiving Migrant Education Services	254	253	99.61	0.39	15.42
Students with Disabilities	401	368	91.77	8.23	7.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.