

Great Western Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Great Western Elementary is a 15-classroom TK-5 school located in a country environment. Located among vineyards and fruit trees on the outskirts of Reedley, Great Western serves Transitional kindergarten through fifth-grade students and also houses 1-3 SDC, 2-5 SDC, and a full-day, year-round State Preschool. The total school population consists of approximately 334 Kings Canyon Unified School District students on a traditional school schedule. KCUSD serves approximately 9,678 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 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 (85.4%), White (11.8%), Asian (0.06%) other (0.02%). Socioeconomically Disadvantaged students make up 84.2% of the population, English Learners 40.4% of the population, and Students with Disabilities make up 13.4% 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, and (f) a community college, Reedley College. A point of interest is the Kings River which flows through the community and provides recreational and historical interest. Within the general community, several fruit packing sheds and other agriculture industries are associated. A majority of the guardians 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 teachers, 1 full-time Intervention Teacher, 1 full-time Speech and Language Specialist, 1 full-time preschool teacher, 5 preschool instructional aides, 1 full-time librarian, 1 office secretary, a Family Connections Tech, A Bilingual Community Aide, 1 Campus Assistant, 4 Bilingual Instructional Aides, 4 Special Day Class aides, 2 full time and 1 part-time custodial staff, 1 full-time kitchen manager and 1 kitchen assistant, as well as support staff, which include a school psychologist, a clinician, All for Youth Counselor, a Speech and Language Therapist, a health aide, and a nurse.

School Vision and Mission Statement: The mission of Great Western School is to ensure all students learn daily to achieve their highest potential by working as a collaborative team. providing a safe learning environment and engaging all students in intentional learning. It is our mission to inspire children to excellence by creating a community of lifelong learners in a safe environment. Our vision is that we will be a collaborative team that works interdependently and is committed to instructional design that promotes learning for all students.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	55
Grade 2	53
Grade 3	59
Grade 4	62
Grade 5	56
Total Enrollment	323

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Asian	0.6%
Black or African American	0.3%
Hispanic or Latino	86.4%
Two or More Races	1.2%
White	11.5%
English Learners	38.4%
Foster Youth	0.3%
Homeless	3.4%
Migrant	3.4%
Socioeconomically Disadvantaged	86.4%
Students with Disabilities	13%

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.

2020-21 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)	10.00	66.67	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	20.00	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	13.33	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	0.00	0.00	23.30	5.68	18854.30	6.86
Total Teaching Positions	15.00	100.00	410.90	100.00	274759.10	100.00

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.

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)	12.00	75.00	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	18.75	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	6.10	11953.10	4.28
Unknown	1.00	6.25	10.60	2.44	15831.90	5.67
Total Teaching Positions	16.00	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2.00

Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	35.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 families provide input. The material is selected based on teacher, administration, and community 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 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts# June 2014	Yes	0%
Mathematics	Great Minds: Eureka Math 2018 edition	Yes	0%
Science	Amplify Science: https://amplify.com/science-california-review/ 2020	Yes	0%
History-Social Science	Grade K-5: Scott Foresman, 2006 editions Kinder - "Here we Go" 1st Grade - "All Together" 2nd Grade - "People and Places" 3rd Grade - "Communities" 4th Grade - "Regions" 5th Grade - "The United States"	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A	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 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1953. Additional relocatable classrooms were constructed in 1987-1999 and a library was constructed in 2004.

Shade structures were installed over the Preschool and Kinder "Big Toy" and over the bus pick-up area in 2016. In 2019, Solar carports were installed in the front parking lot. In 2021, the front parking lot and primary playground blacktop were resurfaced. A new digital marquee was installed in 2022 and has greatly enhanced the curb appeal of Great Western School. Shade structures were installed in the Primary Playground "Big Toy" in the summer of 2023. Currently, a new office building is under construction on the east side of our campus. It will have updated space for conferencing and welcoming parents and the community to our school. It will be done in the summer of 2024 and ready for the new school year.

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 district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

9/2023

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			Ground vent missing west side of library. Ground squirrel infestation south of library.
Electrical	X			Cracked light cover in the boy's restroom.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Low water pressure on fountains
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Extensive cracking entire black top.

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	34	47	49	47	46
Mathematics (grades 3-8 and 11)	45	31	34	36	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	177	175	98.87	1.13	33.71
Female	80	78	97.50	2.50	35.90
Male	97	97	100.00	0.00	31.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	150	148	98.67	1.33	31.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	39.13
English Learners	60	58	96.67	3.33	12.07
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	144	98.63	1.37	28.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	30.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	177	100.00	0.00	31.25
Female	80	80	100.00	0.00	27.85
Male	97	97	100.00	0.00	34.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	150	150	100.00	0.00	26.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	52.17
English Learners	60	60	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	146	100.00	0.00	26.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	31.58

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.61	20.41	22.54	24.28	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	51	51	100.00	0.00	21.57
Female	25	25	100.00	0.00	16.00
Male	26	26	100.00	0.00	26.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	18.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	41	100.00	0.00	19.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	94.2%	94.2%	94.2%	94.2%	94.2%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school's success. Great Western Elementary School continually strives to involve parents/guardians by exchanging information that helps parents/guardians understand and support school programs and by providing opportunities for parent/guardian participation in school activities.

At Great Western, Family Pasta Dinner night was held in conjunction with Back-to-School Night. Oral Interpretation Festival was held in the early Fall. The Book Fair and Soup Night were all held the week prior to Thanksgiving Break. Great Western will host a Winter Program Musical in December. An appreciation, Paint Night, for all Great Western volunteers will be held before winter break. A workshop for students transitioning from elementary to middle school will be held and school visits will be scheduled. Pastries with Parents will be held in the Spring. Our trimester awards assemblies will take place in the school cafeteria following the conclusion of each trimester. Family Fun Night will be an outdoor Spring event to be enjoyed by all. Puente Meetings will be held 5 times throughout the year to support families of English Learners with Chromebooks and internet access at home. On the same night, Great Western will hold ELAC meetings. Parents/Guardians are encouraged to help volunteer in classrooms and chaperone on class field trips. Many families helped by volunteering during the Jog-a-Thon.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	345	74	21.4
Female	168	165	33	20.0
Male	184	180	41	22.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	304	298	64	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	40	39	9	23.1

English Learners	144	141	29	20.6
Foster Youth	2	2	1	50.0
Homeless	16	14	4	28.6
Socioeconomically Disadvantaged	302	296	70	23.6
Students Receiving Migrant Education Services	11	11	0	0.0
Students with Disabilities	48	48	20	41.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.58	5.68	0.53	4.65	5.93	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.68	0
Female	2.38	0
Male	8.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.59	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.5	0
English Learners	3.47	0
Foster Youth	0	0

Homeless	6.25	0
Socioeconomically Disadvantaged	5.96	0
Students Receiving Migrant Education Services	27.27	0
Students with Disabilities	12.5	0

2023-24 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 the 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 October 2023. 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.

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	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22		2	
1	17	3		
2	16	3		
3	27		2	
4	25		2	
5	28		2	
Other	10	2		

2022-23 Elementary 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 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	2	0	0
1	24	0	2	0
2	17	3	0	0
3	19	3	0	0
4	29	0	2	0
5	27	0	2	0
6	0	0	0	0
Other	11	2	0	0

2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,572.85	\$3,842.59	\$9,730.26	\$78,620.23
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	8.4	2.3
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	38.4	-5.5

Fiscal Year 2022-23 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, parent engagement activities, 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, Parent Academies, Migrant, Puente, and Extended Learning Program

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,419	\$54,190
Mid-Range Teacher Salary	\$74,924	\$85,111
Highest Teacher Salary	\$109,387	\$104,999
Average Principal Salary (Elementary)	\$130,031	\$132,492
Average Principal Salary (Middle)	\$142,159	\$140,987
Average Principal Salary (High)	\$159,671	\$153,884
Superintendent Salary	\$253,382	\$255,503
Percent of Budget for Teacher Salaries	23.07%	32.09%
Percent of Budget for Administrative Salaries	5.02%	5.25%

Professional Development

Professional development at Great Western Elementary School is designed to meet the individual needs of teachers as well as broader school and district areas of focus. Professional development includes training sessions, coaching, team collaboration, and peer observation and are consistent with our school vision and goals. The principal, teachers, instructional aides, instructional coaches, and other support personnel may take part in these activities. Great Western School emphasizes collaborative team building, assessment and data collection, and effective teaching strategies in its Professional Learning Communities (PLC), with emphasis on instructing English Language Learners and special needs students. Staff, grade level and Leadership Team meetings provide regular opportunities for professional collaboration, as do district meetings.

Certificated staff in Transitional Kindergarten through 2nd grade receive professional development in Science of Reading, Foundational Skills, Listening and Learning, Literacy Stations, English Language Development, and Structured Student Talk. Certificated staff in 3rd through 5th grade receive professional development on the Academic Vocabulary Toolkit, Document Based Questions (DBQ's), iReady, Ready Common Core, Thinking Maps, Student Engagement, and Higher Order Questioning. All certificated staff receive professional development on Essential Standards, Learning Progression, Unit Planning, and Assessment Building.

Great Western's Instructional Action Plan for 2023-2024 continues to focus on Professional Learning Communities. Professional Development provided by John Yost and Angie Freese focuses on the 4 critical questions, collaboration on assessment and data collection, analyzing data, high leverage teaching practices, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. Our Leadership team provides input and guidance from data, teacher interest, and school wide needs when determining the next steps for professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42