



# Great Western Elementary School

5051 South Frankwood Ave • Reedley, CA 93654 • (559) 305-7220 • Grades K-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Kings Canyon Joint Unified School District

1801 10th Street  
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#### District Governing Board

Craig Cooper

Robin Tyler

Manuel Ferreira

Noel Remick

Sarah Rola

Clotilda Mora

Jim Mulligan III

#### District Administration

John Campbell  
Superintendent

Roberto Gutierrez  
Deputy Superintendent, Human  
Resources

Monica Benner  
Assistant Superintendent,  
Curriculum and Instruction

Mary Ann Carousso  
Administrator, Student Services

Jose Guzman  
Administrator, Educational  
Programs

Adele Nikkel  
Chief Financial Officer

### School Description

Great Western Elementary is a 20-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 industry 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 full time Instructional Coach, 1 full time Reading Intervention 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 everyday. It is our mission to inspire children for excellence through 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	55
Grade 2	48
Grade 3	70
Grade 4	57
Grade 5	64
<b>Total Enrollment</b>	<b>348</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0.6
Hispanic or Latino	83
White	12.9
Two or More Races	1.7
Socioeconomically Disadvantaged	85.1
English Learners	43.7
Students with Disabilities	6.3
Foster Youth	0.6
Homeless	0.6

## 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

Teacher Credentials for Great Western	17-18	18-19	19-20
With Full Credential	15	14	15
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	17-18	18-19	19-20
With Full Credential	♦	♦	412
Without Full Credential	♦	♦	45
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Great Western Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)**

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 2019**

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	MacMillan/McGraw-Hill: California Science, 2007 edition 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%

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

### 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 principals 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 car ports 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) Year and month in which data were collected: 11/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Continued squirrel issues.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Couple of leaking fountains.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	Eagle Shield to continue to abate squirrels. Maintenance to repair fountain leaks.

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	52	49	52	50	50
Math	35	54	36	40	38	39

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 Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.0	30.2	23.8

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	190	188	98.95	51.60
<b>Male</b>	102	101	99.02	50.50
<b>Female</b>	88	87	98.86	52.87
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	162	161	99.38	51.55
<b>White</b>	21	21	100.00	52.38
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	166	165	99.40	49.70
<b>English Learners</b>	101	99	98.02	47.47
<b>Students with Disabilities</b>	12	12	100.00	8.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--

Note: 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.

Note: 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.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	190	190	100.00	53.68
Male	102	102	100.00	59.80
Female	88	88	100.00	46.59
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	162	100.00	51.85
White	21	21	100.00	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	166	166	100.00	52.41
English Learners	101	101	100.00	50.50
Students with Disabilities	12	12	100.00	16.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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

## 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 2019-20)

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, Math parent night, pastries with parents, family spaghetti dinner night, back-to-school-night and Transitioning from Elementary to Middle School are more of the events we offer for parents. We also hold trimester awards assemblies which parent are invited to attend. We have Soup Night in the Fall and Family Fun Night in the Spring. 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 attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. 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 school messenger, remind text messages and class dojo. 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**

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 in October 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	3.4	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	5.4	3.1
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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 Academic Counselors to Pupils (School Year 2018-19)**

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 2018-19)**

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)	3.0
Other	1.0

\* 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.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		25		2		19	1	2	
1	25		2		24		2		26		2	
2	26		2		23		3		24		2	
3	25		3		27		2		23		3	
4	28		2		32		2		29		2	
5	32		2		30		2		32		2	
Other**					11	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
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 trainings, 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.

For the 2017-18 school year district wide professional learning is focused on Write From the Beginning and Beyond with an emphasis on Expository Writing. One district buyback day was utilized to support this focus. The remaining two continued to be differentiated and allow for teacher choice. Great Western continues with Professional Learning with a focus on enhancing the use of Professional Learning Communities. Staff members also attended NCI training and will focus trainings on how to better support students with Autism. Two additional staff members have join the Next Generation Science Professional Development, and one 1st grade teacher continues to participate in CALLI.

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 trainings 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.

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,146	\$49,084
Mid-Range Teacher Salary	\$67,239	\$76,091
Highest Teacher Salary	\$98,167	\$95,728
Average Principal Salary (ES)	\$119,221	\$118,990
Average Principal Salary (MS)	\$126,064	\$125,674
Average Principal Salary (HS)	\$129,143	\$137,589
Superintendent Salary	\$205,073	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	35%
Administrative Salaries	6%	6%

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

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 9,273.22	\$ 2,381.29	\$ 6,891.92	\$ 86,318.28
District	N/A	N/A	\$ 7,579.82	\$72,534.00
State	N/A	N/A	\$ 7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-17.7	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded

Types of Services Funded at Great Western School

Title I - academic support- targeted intervention, professional development and parent involvement.

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

#### 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).

#### 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.