

# Great Valley Academy

## 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### 2023-24 School Contact Information

<b>School Name</b>	Great Valley Academy
<b>Street</b>	3200 Tully Rd.

<b>City, State, Zip</b>	Modesto, CA , 95350-0811
<b>Phone Number</b>	(209) 576-2283
<b>Principal</b>	Brianna de Visser
<b>Email Address</b>	b.devisser@greatvalleyacademy.com
<b>School Website</b>	www.greatvalleyacademy.com
<b>County-District-School (CDS) Code</b>	50-10504-0117457

## 2023-24 District Contact Information

<b>District Name</b>	Great Valley Academy (Authorized by Stanislaus County Office of Education)
<b>Phone Number</b>	(209) 576-2238
<b>Superintendent</b>	Anderson, Thomas
<b>Email Address</b>	t.anderson@greatvalleyacademy.com
<b>District Website</b>	www.greatvalleyacademy.com

## 2023-24 School Description and Mission Statement

Great Valley Academy is an independent, public, tuition-free charter school located in Stanislaus County. Enrollment is approximately 850 K-8 students. GVA is authorized by Stanislaus County Office of Education and located in Sylvan Union School District. GVA students groups include 50% Hispanic/Latino, 10% English Language Learners, 38% socio-economically disadvantaged and 9% students with disabilities. Some of the languages spoken on GVA's campus are Spanish, Farsi, English, Russian and Mandarin. GVA is founded upon the principles of creating a safe, loved and learning school environment. GVA priorities include character development, visual-developmental instruction, mastery learning, innovative educational practices and a uniquely positive school climate. GVA students wear uniforms. 1st through 8th grade students spend two years with the same teacher and class, in a practice called looping. All students receive Spanish, P.E., Music and other 'Specials' from dedicated content specialist teachers. All students have available supports that may include school-based social-emotional/mental health services, academic intervention, special education and related services when appropriate, as well as behavioral supports.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	92
Grade 2	88
Grade 3	87
Grade 4	99
Grade 5	99
Grade 6	81
Grade 7	104
Grade 8	103
<b>Total Enrollment</b>	<b>847</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.5%
Asian	3.8%
Black or African American	2.6%
Filipino	0.8%
Hispanic or Latino	52.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.3%
White	33.1%
English Learners	9.2%
Foster Youth	0.1%
Socioeconomically Disadvantaged	39.1%
Students with Disabilities	9.2%

### 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)	41.40	78.74	84.70	44.70	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.90	4.20	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	10.61	9.60	5.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	62.80	33.12	12115.80	4.41
Unknown	4.50	8.71	28.00	14.80	18854.30	6.86
<b>Total Teaching Positions</b>	<b>52.60</b>	<b>100.00</b>	<b>189.50</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.90	77.55	89.60	50.47	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	6.00	12.25	12.00	6.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.70	1.54	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	54.50	30.69	11953.10	4.28
<b>Unknown</b>	5.00	10.21	18.70	10.54	15831.90	5.67
<b>Total Teaching Positions</b>	48.90	100.00	177.50	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
<b>Permits and Waivers</b>	4.50	0.00
<b>Misassignments</b>	1.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	5.50	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.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.8	2.5

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

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys (Homeschool) and Expeditionary Learning Open Up Resources (K-2)	Yes	0%
<b>Mathematics</b>	Eureka Math Supplementing with Zearn(1-5), Dreambox(k-2), and Khan Academy(3-8). Go-Math, Singapore (Homeschool)	Yes	0%
<b>Science</b>	Discovery Education Studies Weekly, Mystery Science (Homeschool)	Yes	0%
<b>History-Social Science</b>	Open Up Resources, Expeditionary Learning, History Alive (5-8) Studies Weekly (Homeschool)	Yes	0%
<b>Foreign Language</b>	We employ TPR and visual learning strategies to provide an immersion environment for Spanish instruction. All students, K-6, receive Spanish lessons regularly. Literature, flash cards, role play, music and movement are all critical components of instruction.	Yes	0%
<b>Health</b>	Instruction is embedded in the physical education program, in 5th grade science standards and we employ Teen Talk Middle School for formal health curriculum in 7th grade.	No	0%
<b>Visual and Performing Arts</b>	Instruction in choral and instrumental music is provided to students.	No	0%
<b>Science Laboratory Equipment</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

Great Valley Academy takes great efforts to ensure that the school is clean, safe and functional. The school has 38 classrooms and was originally built in 1954. Many updates have taken place over the years to modernize the school. The school maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Any emergency repairs are given the highest priority. The rooms are cleaned daily and sanitized on a regular basis. Large maintenance projects are done as the budgeting permits. Landscaping to add shade trees and places to congregate around school have been a priority. The playground equipment has been upgraded two of the previous four summers.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

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

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

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	40	33	28	47	46
<b>Mathematics</b> (grades 3-8 and 11)	37	28	24	19	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	571	565	98.95	1.05	39.72
Female	295	290	98.31	1.69	41.18
Male	276	275	99.64	0.36	38.18
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	31.58
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	289	287	99.31	0.69	33.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	46.15
White	203	200	98.52	1.48	48.50
English Learners	45	45	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	221	99.55	0.45	30.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	69	100.00	0.00	10.14

## 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	571	560	98.07	1.93	28.21
Female	295	288	97.63	2.37	23.96
Male	276	272	98.55	1.45	32.72
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	26.32
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	289	284	98.27	1.73	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00	5.00	36.84
White	203	200	98.52	1.48	33.50
English Learners	45	42	93.33	6.67	9.52
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	217	97.75	2.25	23.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	69	100.00	0.00	14.49

## 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)	28.19	21.11	4.46	2.22	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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<b>All Students</b>	200	199	99.50	0.50	21.11
<b>Female</b>	106	105	99.06	0.94	13.33
<b>Male</b>	94	94	100.00	0.00	29.79
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	104	103	99.04	0.96	10.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	41.67
<b>White</b>	74	74	100.00	0.00	31.08
<b>English Learners</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	75	75	100.00	0.00	9.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	28	100.00	0.00	3.57

## 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
<b>Grade 5</b>	98%	83%	100%	78%	100%
<b>Grade 7</b>	99%	95%	100%	89%	100%
<b>Grade 9</b>	N/A	N/A	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.

#### 2023-24 Opportunities for Parental Involvement

GVA has updated Visitor and Volunteer policies and procedures, ensuring student, staff and community safety, while encouraging parents to be present on campus, involved in school activities and events that strengthen the school-home connection that distinguishes GVA in this area. Parents are encouraged to attend SST's, Parent Conferences, Literacy/Numeracy Nights, Board Meetings, Friday morning assemblies, and other school events as well as to volunteer in their child's classroom. Staff continue to use ParentSquare effectively to communicate with parents and families. This has become the standard for GVA and an appreciated expectation by parents.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	899	881	196	22.2
Female	444	434	85	19.6
Male	454	447	111	24.8
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	33	33	4	12.1
Black or African American	23	23	4	17.4
Filipino	8	7	2	28.6
Hispanic or Latino	467	461	115	24.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	51	50	14	28.0
White	298	289	53	18.3
English Learners	91	90	17	18.9
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	375	368	101	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	98	97	26	26.8

## 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
<b>Suspensions</b>	0.11	3.38	3.78	0.28	2.38	3.39	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	3.78	0
<b>Female</b>	2.48	0
<b>Male</b>	5.07	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	6.06	0
<b>Black or African American</b>	8.7	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	3.21	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	5.88	0
<b>White</b>	3.69	0
<b>English Learners</b>	4.4	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	4.8	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	9.18	0

## 2023-24 School Safety Plan

At GVA we work to minimize threats and bullying and create a safe environment, both mentally and physically. We work to develop a learning community, where all of the staff is responsible for student success. We employ many PBIS techniques including, but not limited to the Conscious Discipline, Choice Theory and highlight/instruct using Glasser's Caring Habits. We have a school safety plan that addresses, emergency situations, including natural disasters, threats to the campus, which includes emergency contacts and the staff responsible. A copy of this policy has been turned in to the Stanislaus County Office of Education. We refine and build the plan on a yearly basis with a committee of parents, staff and board members to ensure the broadest spectrum of insight. Most recent Site Safety Plan was Board approved March 2023.

## 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	16	4	0	0
1	17.5	4	0	0
2	19.5	3	1	0
3	19.25	2	2	0
4	21.67	0	3	0
5	22.5	0	4	0
6	25	0	4	0

### 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	20.5	2	2	0
1	17	4	0	0
2	18	4	0	0
3	21.25	0	4	0
4	22	1	3	0
5	22.25	1	3	0
6	21.33	1	2	0

## 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	21.25	1	3	0
1	20.5	2	2	0
2	20.25	2	2	0
3	20.75	2	2	0
4	24.25	0	4	0
5	22.75	0	4	0
6	24.67	0	3	0
Other	0	0	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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.2
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0
Other	0.8

## 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	\$13,061.99	\$3,165.67	\$9,896.32	\$71,998.75
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

Social-Emotional Learning Facilitator, Mental Health Clinician, School-Based Mental Health Services Coordinator, Board-Certified Behavior Analyst, Behavior Technician, School Psychologist (School counseling and educational assessments), School Nurse/Health Clerk, Connecting Room (Social-Emotional Support for all students), Access to full continuum of special education services, Nutrition program, before and after school care, staff wellness resources. GVA also offers several other developmentally appropriate supports for students: Kinder Extension, GVS push-in and pull-out, as well as traditional reading and math intervention.

## 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	\$57,200	
Mid-Range Teacher Salary	\$66,407	
Highest Teacher Salary	\$74,089	
Average Principal Salary (Elementary)	\$100,000	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$85,000	
Percent of Budget for Teacher Salaries	41.7%	
Percent of Budget for Administrative Salaries	7%	

## Professional Development

Great Valley Academy believes strongly in the importance of a highly qualified and dedicated staff. Beyond the standard full days dedicated to professional development throughout the year, each Friday students are released early and staff participates in a variety of activities, including collaboration, training, data review, planning and professional learning.

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

Subject	2021-22	2022-23	2023-24

**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	10	10
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