Great Valley Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Great Valley Academy
Street	3200 Tully Rd.
City, State, Zip	Modesto, CA , 95350-0811
Phone Number	(209) 576-2283
Principal	Brianna de Visser
Email Address	b.devisser@greatvalleyacademy.com
School Website	www.greatvalleyacademy.com
Grade Span	K-8
County-District-School (CDS) Code	50-10504-0117457

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Great Valley Academy is an independent, public, tuition-free charter school located in Stanislaus County. Enrollment is approximately 950 TK-8 students. GVA is authorized by Stanislaus County Office of Education and located in Sylvan Union School District. GVA students groups include 57% Hispanic/Latino, 10% English Language Learners, 45% socio-economically disadvantaged and 11% 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'

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	113
Grade 2	108
Grade 3	105
Grade 4	108
Grade 5	102
Grade 6	110
Grade 7	94
Grade 8	86
Total Enrollment	972

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.2
Asian	2.9
Black or African American	3.2
Filipino	0.6
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.2
White	28.3
English Learners	9.8
Homeless	2.5
Socioeconomically Disadvantaged	45.4
Students with Disabilities	10.6

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.

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)	37.9	77.55	89.6	50.47	234405.2	84
Intern Credential Holders Properly Assigned	6	12.25	12	6.76	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.7	1.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	54.5	30.69	11953.1	4.28
Unknown/Incomplete/NA	5	10.21	18.7	10.54	15831.9	5.67
Total Teaching Positions	48.9	100	177.5	100	279044.8	100

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.

2022-23 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)	39.9	79.05	75.2	50.89	231142.4	83.24
Intern Credential Holders Properly Assigned	5.7	11.44	14.8	10.01	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.9	4.02	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	41	27.77	11746.9	4.23
Unknown/Incomplete/NA	4.7	9.47	10.8	7.31	14303.8	5.15
Total Teaching Positions	50.5	100	147.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	39.5	75.96	67.8	47.25	230039.4	100
Intern Credential Holders Properly Assigned	6	11.54	12.9	9.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.5	4.81	10	6.99	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	1.92	38.3	26.69	12112.8	4.34
Unknown/Incomplete/NA	3	5.77	14.3	10	13705.8	4.91
Total Teaching Positions	52	100	143.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0.5
Total Teachers Without Credentials and Misassignments	0.00	0	2.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	3.6	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys (Homeschool) and Expeditionary Learning Open Up Resources (K-2) , Frogstreet (TK)	0%
Mathematics	Eureka Math Supplementing with Zearn(1-5), Dreambox(k-2), and Khan Academy(3-8). Go-Math, Singapore (Homeschool), Frogstreet (TK)	0%
Science	Discovery Education Studies Weekly, Mystery Science	0%
History-Social Science	Open Up Resources, Expeditionary Learning, History Alive (5-8) Studies Weekly (Homeschool)	0%
Foreign Language	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.	0%
Health	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.	0%
Visual and Performing Arts	Instruction in choral and instrumental music is provided to students.	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	41	26	29	47	48
Mathematics (grades 3-8 and 11)	35	31	25	22	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	589	578	98.13	1.87	40.80
Female	295	292	98.98	1.02	41.72
Male	294	286	97.28	2.72	39.86
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	63.16
Black or African American	17	17	100.00	0.00	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	323	318	98.45	1.55	37.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	41.86
White	181	176	97.24	2.76	46.59
English Learners	52	51	98.08	1.92	16.00
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	253	97.31	2.69	35.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	10.98

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	589	576	97.79	2.21	31.08
Female	295	291	98.64	1.36	27.84
Male	294	285	96.94	3.06	34.39
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	36.84
Black or African American	17	17	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	323	316	97.83	2.17	27.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	34.88
White	181	176	97.24	2.76	36.36
English Learners	52	51	98.08	1.92	9.80
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	260	251	96.54	3.46	23.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	82	96.47	3.53	14.63

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.92	24.46	6.59	1.87	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	184	98.92	1.08	24.46
Female	94	94	100.00	0.00	22.34
Male	92	90	97.83	2.17	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	90	89	98.89	1.11	20.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	37.50
White	67	66	98.51	1.49	25.76
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	12.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	14.81

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98.9	98.9	98.9	98.9	98.9
Grade 7	95.5	95.5	95.5	95.5	95.5

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.

2025-26 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. Regular Collaborative Coffees connect the Principal in an intimate setting with parents and are followed by GVA's Parents as Partners meetings, in which parent leaders collaborate with staff, support the school and brainstorm ways to increase access and involvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1008	998	173	17.3
Female	486	482	87	18.0
Male	522	516	86	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	0	0.0
Black or African American	33	33	8	24.2
Filipino	--	--	--	--
Hispanic or Latino	580	571	108	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	8	12.9
White	283	282	46	16.3
English Learners	99	98	14	14.3
Foster Youth	--	--	--	--
Homeless	25	25	11	44.0
Socioeconomically Disadvantaged	485	479	101	21.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	121	22	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.78	1.71	2.88	3.39	2.43	2.07	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.88	0.00
Female	0.62	0.00
Male	4.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	3.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.45	0.00
White	3.89	0.00
English Learners	3.03	0.00
Foster Youth	0.00	0.00
Homeless	8.00	0.00
Socioeconomically Disadvantaged	3.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.40	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 February 2024.

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.

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	13	3	4	0
1	13	4	3	0
2	13	6	1	0
3	15	3	3	0
4	20	1	4	0
5	14	3	4	0
6	14	3	3	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	4	4	0
1	12	4	4	0
2	15	3	4	0
3	13	4	4	0
4	16	2	4	0
5	15	3	4	0
6	15	3	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	6	1	
1	14	4	4	
2	12	5	4	
3	15	3	4	
4	12	5	4	
5	13	4	4	
6	12	5	4	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$13,295.67	$3,523.34	$9,772.33	$76,967.38
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-13.1	

Fiscal Year 2024-25 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 experience, GVS push-in and pull-out, as well as traditional reading and math intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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. GVA Has implemented an internal professional development program termed Peerfessional Development, leveraging the expertise and experience of current staff members, as well assigning staff to seasonal cohorts for specific staff development topics.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10