

# Great Valley Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 Elementary
<b>Street</b>	4223 McDougald Blvd
<b>City, State, Zip</b>	Stockton
<b>Phone Number</b>	2099386300
<b>Principal</b>	Theresa Johnson
<b>Email Address</b>	tjohnson@musd.net
<b>School Website</b>	<a href="https://www.mantecausd.net/greatvalley">https://www.mantecausd.net/greatvalley</a>
<b>County-District-School (CDS) Code</b>	CA

## 2023-24 District Contact Information

<b>District Name</b>	Manteca Unified School District
<b>Phone Number</b>	(209) 825-3200
<b>Superintendent</b>	Clark Burke
<b>Email Address</b>	cburke@musd.net
<b>District Website</b>	www.mantecausd.net

## 2023-24 School Description and Mission Statement

Great Valley's Shared Vision Statement is: Every Great Valley student will be exposed to the highest level of academic and social-emotional instruction in a safe, respectful environment conducted by highly dedicated educators. At Great Valley School, we are committed to providing a safe and supportive environment where quality education establishes the foundation for life-long learning. We are dedicated to ensuring that our school provides a welcoming and challenging environment where students are actively involved in learning academics, as well as the positive values fostered through our Positive Based Interventions and Supports (PBIS) program. Our teachers, parents, students, support staff, and community are an integral part of our school's success. By continuing to work together, our students will be challenged to reach their maximum potential. We celebrate the diversity of our school community and emphasize the social, moral, physical, and academic skills that will allow our students to function as responsible and productive citizens.

Great Valley is located south of Stockton and west of I-5 in the Weston Ranch Development. The majority of our students live in single-family homes and walk to school. Busing is provided only for special education and overflow students. Great Valley is made up of a culturally and socio-economically diverse population of approximately 1049 students housed at two sites. The 6th, 7th, and 8th-grade classes are located at the annex that is adjacent to the main site. The annex currently has approximately 333 students while the main site has approximately 716 students. Great Valley houses Special Education programs for Preschool-8th Grade students and partners with San Joaquin Office of Education programs. Great Valley currently has 49 students in its preschool program and 48 students in County programs. The Special Education programs include Autism, Mild-Moderate Special Day Classes, Moderate-Severe Special Day Classes and Resource Services. All Special and General Education staff members work collaboratively to ensure an inclusive environment to meet the needs of all learners.

Great Valley currently contracts with Give Every Child a Chance (GECAC) to provide afterschool care for up to 120 students. GECAC is a comprehensive program offering academics, enrichment and physical activity. Great Valley and Weston Ranch High School collaborate to provide intervention and support to our K-8 students, and real-world job experience to the ROP students. Additionally, Weston Ranch High School provides afterschool intervention to Great Valley 7th & 8th grade students who need support in Math and ELA.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	88
Grade 2	105
Grade 3	100
Grade 4	102
Grade 5	105
Grade 6	107
Grade 7	111
Grade 8	107
Total Enrollment	911

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.7%
Asian	11.5%
Black or African American	14.7%
Filipino	8%
Hispanic or Latino	56%
Native Hawaiian or Pacific Islander	2.1%
Two or More Races	3.8%
White	3.2%
English Learners	34.6%
Foster Youth	1.1%
Homeless	7.8%
Socioeconomically Disadvantaged	70.7%
Students with Disabilities	12.8%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.60	93.92	885.50	84.32	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	38.90	3.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	6.05	113.30	10.79	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	1.09	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.90	0.09	18854.30	6.86
<b>Total Teaching Positions</b>	<b>38.00</b>	<b>100.00</b>	<b>1050.10</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>	31.50	87.55	829.80	80.07	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	5.08	45.20	4.36	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	3.67	64.50	6.23	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.70	2.48	11953.10	4.28
<b>Unknown</b>	1.30	3.70	71.00	6.85	15831.90	5.67
<b>Total Teaching Positions</b>	<b>35.90</b>	<b>100.00</b>	<b>1036.30</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	1.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>1.30</b>

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

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

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

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)	8.6	15.5
<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)	0	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

Most recent hearing on the sufficiency of instructional materials was on September 21, 2023.

**Year and month in which the data were collected** September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Grades K-6, McGraw-Hill (Adopted 2016)	Yes	0

	StudySync Grades 7-8, McGraw-Hill (Adopted 2016)		
<b>Mathematics</b>	McGraw-Hill My Math Grades K-5, McGraw-Hill School Education LLC (Adopted 2014) California Math, Courses 1-3 Grades 6-8, McGraw-Hill (Adopted 2014)	Yes	0
<b>Science</b>	Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020)	Yes	0
<b>History-Social Science</b>	California Studies Weekly – Social Studies Grades K-2, Studies Weekly (Adopted 2018) California History-Social Science: myWorld Interactive Grades 3-5, Pearson Scott Foresman and Prentice Hall (Adopted 2018) IMPACT: California Social Studies Grades 6-8, McGraw-Hill School Education LLC (Adopted 2018)	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

## School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District 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.

### Age of School Buildings

Great Valley School has 52 classrooms, a multi-purpose room and annex cafeteria, two libraries, two computer labs, English Learner lab, and two administration buildings. The main administration building was built in 1998 while the Annex was completed in 2004.

### Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Program

The District allocates funding for deferred maintenance. The Deferred Maintenance Program includes funding for replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc.

### Modernization Projects

The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master plan and 2019 Needs Assessment. As part of that activity there are projects planned at the campus which will be completed through the use of local funds. State funding will also be sought for those projects which may be eligible for modernization funding.

**Year and month of the most recent FIT report**

June 2023

## School Facility Conditions and Planned Improvements

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			Flooring has uneven surfaces.
<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)	32	33	38	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	16	21	20	22	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
<b>All Students</b>	629	621	98.73	1.27	32.53
<b>Female</b>	297	293	98.65	1.35	36.18
<b>Male</b>	331	327	98.79	1.21	29.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	73	73	100.00	0.00	39.73
<b>Black or African American</b>	96	94	97.92	2.08	24.47
<b>Filipino</b>	49	49	100.00	0.00	53.06
<b>Hispanic or Latino</b>	344	341	99.13	0.87	28.15
<b>Native Hawaiian or Pacific Islander</b>	14	12	85.71	14.29	33.33
<b>Two or More Races</b>	30	30	100.00	0.00	53.33
<b>White</b>	17	16	94.12	5.88	31.25
<b>English Learners</b>	186	185	99.46	0.54	14.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	58	57	98.28	1.72	21.05
<b>Military</b>	21	21	100.00	0.00	42.86
<b>Socioeconomically Disadvantaged</b>	447	442	98.88	1.12	29.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	94	96.91	3.09	8.51

## 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	629	617	98.09	1.91	20.75
<b>Female</b>	297	291	97.98	2.02	17.87
<b>Male</b>	331	325	98.19	1.81	23.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	73	72	98.63	1.37	22.22
<b>Black or African American</b>	96	94	97.92	2.08	15.96
<b>Filipino</b>	49	49	100.00	0.00	40.82
<b>Hispanic or Latino</b>	344	339	98.55	1.45	18.58
<b>Native Hawaiian or Pacific Islander</b>	14	11	78.57	21.43	18.18
<b>Two or More Races</b>	30	30	100.00	0.00	26.67
<b>White</b>	17	16	94.12	5.88	18.75
<b>English Learners</b>	186	185	99.46	0.54	9.19
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	58	56	96.55	3.45	17.86
<b>Military</b>	21	20	95.24	4.76	25.00
<b>Socioeconomically Disadvantaged</b>	447	439	98.21	1.79	19.13
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	93	95.88	4.12	2.15

## 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)	17.62	19.90	20.38	22.16	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
All Students	210	206	98.10	1.90	19.90
Female	98	96	97.96	2.04	20.83
Male	111	109	98.20	1.80	19.27
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	26.32
Black or African American	31	31	100.00	0.00	16.13
Filipino	18	18	100.00	0.00	33.33
Hispanic or Latino	119	116	97.48	2.52	17.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	60	98.36	1.64	5.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	153	97.45	2.55	16.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	12.12

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	99	99	99	98
Grade 7	98	97	97	97	97
Grade 9	0	0	0	0	0

## 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

The success of a school is strongly influenced by the support of parents and the school community as a whole. Great Valley School encourages parent and family engagement by offering a variety of classes through Parent Cafe and Parents by Choice. All classes are offered in English and Spanish. In addition, Great Valley offers English as a Second Language to parents. Great Valley has a full-time Outreach Coordinator who serves as a liaison between district, school and community resources. The Outreach Assistant coordinates food drives, clothing closets and parent classes. In addition, this person helps to facilitate support for students and families to assist them in school success.

Great Valley offers parents the opportunity to provide feedback to the schools' academic programs by seeking members of the School Site Council (SSC), English Language Advisory Council (ELAC), as well as the Parent-Teacher Committees. Parents are encouraged to become involved by volunteering in their child's classroom, attending Literacy Night, Math and Science Night, field trips, participating in fundraisers and other activities. In order to get involved Great Valley parents are encouraged to contact the school principal, Theresa Johnson, or the Outreach Coordinator, Mona Perez at (209) 938-6300.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1000	962	242	25.2
Female	484	464	110	23.7
Male	515	497	132	26.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	114	109	22	20.2
Black or African American	153	144	56	38.9
Filipino	76	72	5	6.9
Hispanic or Latino	556	537	131	24.4
Native Hawaiian or Pacific Islander	21	21	8	38.1
Two or More Races	39	38	6	15.8
White	35	35	14	40.0
English Learners	358	352	66	18.8
Foster Youth	15	13	3	23.1
Homeless	108	95	30	31.6
Socioeconomically Disadvantaged	737	708	192	27.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	144	141	43	30.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.32	3.94	8.50	0.91	4.62	4.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.30	0.01	0.09	0.24	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.5	0.3
Female	6.61	0.41
Male	10.29	0.19
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5.26	0
Black or African American	13.73	0
Filipino	5.26	1.32
Hispanic or Latino	7.73	0.36
Native Hawaiian or Pacific Islander	9.52	0
Two or More Races	10.26	0
White	8.57	0
English Learners	5.03	0.28
Foster Youth	46.67	0
Homeless	14.81	0
Socioeconomically Disadvantaged	8.68	0.41
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.5	0

## 2023-24 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan. Plans are revised by Site Administration per the required adoption process with appropriate School Site Council public meetings and School Site Safety Team input. At the March 2023 Board of Education meeting, current school safety plans were unanimously approved by the MUSD Board of Education!

The safety of students and staff as well as the security of school campuses are high priorities in MUSD. Safety plans in place are thorough and inclusive of various forms of threats and the protocols aligned for each situation. Staff and students receive ongoing training throughout the school year on emergency response and participate in regular disaster preparedness drills including but not limited to specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations as aligned with state guidance. Safety plans evolve as necessary to adapt to current local, state, and national conditions.

Each school in Manteca Unified has a dedicated site safety team made up of key personnel who represent differing areas of expertise and perspective relating to campus logistics. The team meets regularly to review, adjust, and implement the best safety procedures for their school communities. Plans outline the many components necessary for a comprehensive safety plan such as steps for preparedness, proactive measures for prevention, emergency response, and a thoughtful blueprint for recovery.

As Manteca Unified School District attendance boundaries expand beyond city limits, MUSD partners and works closely with six law enforcement agencies, three fire departments, and many local first responders. MUSD's master emergency plan as well as school safety plans are reviewed by these agencies.

All site safety teams are currently involved in earning their ICS 100 certification. Several members of District senior leadership, site principals, and MUSD's Coordinator of Emergency Preparedness and Safety maintain an ICS 402 certification.

## 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	19	1	3	
1	24		4	
2	20	1	3	
3	21	1	4	
4	22	2	3	
5	18	3	3	
6	15	4	3	
Other	12	2		

### 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	18	1	3	
1	19	1	4	
2	18	2	3	
3	16	3	3	
4	29	1	2	2
5	23	2		1
6	29	2	21	
Other	13	7		



## 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	17	2	3	0
1	18	2	3	0
2	21	1	4	0
3	20	1	4	0
4	28	1	3	0
5	26	1	1	1
6	32	2	0	21
Other	12	9	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	5969.59	1588.37	4381.22	91677.99
<b>District</b>	N/A	N/A	4484.16	\$84,910
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.3	11.8
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-40.3	7.1

## Fiscal Year 2022-23 Types of Services Funded

All Manteca schools receive allocations of General Fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local General Fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, socio-disadvantaged, and students at risk of dropping out of school.

## 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
<b>Beginning Teacher Salary</b>	\$56,632	\$55,550
<b>Mid-Range Teacher Salary</b>	\$80,866	\$80,703
<b>Highest Teacher Salary</b>	\$108,415	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$165,632	\$137,703
<b>Average Principal Salary (Middle)</b>	\$0	\$143,760
<b>Average Principal Salary (High)</b>	\$174,906	\$159,021
<b>Superintendent Salary</b>	\$295,431	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	32.3%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.56%	4.87%

## Professional Development

Manteca Unified School District continuously analyzes student data, utilizes staff surveys, and student surveys to determine professional development needs to improve student learning. As a district, we then prioritize our major focus areas for staff development for each school year. The Educational Services Team then plans out our district professional learning calendar as a collective to ensure it aligns with our district and site strategic plans. The 2023-24 school year focus is to continue to refine our Tier 1 Inclusive Classroom Instruction to engage and meet the individual needs of every student, as well as address social emotional learning and the academic learning loss of your student population. Manteca Unified provides a variety of professional development in-person and virtually for our Preschool-12th certificated and classified staff. This includes live/independent training courses, live/archived webinars, virtual and in-person training/coaching, administrator academies, and dedicated district-wide training on UTK-8th Early Release Minimum Days, 9th-12th Late Start Professional Development Wednesdays, UTK-12th District Pull-out Days, and Preschool- 12th District-wide Staff Development Days.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	61	96	97