

Great Valley Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	Great Valley Elementary
Street	4223 McDougald Blvd
City, State, Zip	Stockton
Phone Number	2099386300
Principal	Theresa Johnson
Email Address	tjohnson@musd.net
School Website	https://www.mantecausd.net/greatvalley
Grade Span	K-8
County-District-School (CDS) Code	CA

2024-25 District Contact Information

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

2024-25 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

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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 217 students while the main site has approximately 765 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 44 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 TK-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.

Great Valley has a 3-Year Strategic Plan to address standards, safety and emerging students. The goal of the plan is to increase academic achievement, improve school culture and increase safety. Our goal is to create a campus that is inclusive and inviting for our students and their families. Goals within the plan have action items that include professional development and training opportunities for our school administration and staff, opportunities for family involvement, ways to enhance our academic program through assemblies, guest speakers, field trips and incentives.

The summary of the Strategic Plan is as follows:

Vision

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.

Mission

The Instructional Leadership Team is currently working on creating a school Mission Statement.

GRADE LEVEL STANDARDS

SMART Goals from our 2024-27 Strategic Plan to support student progress toward grade level standards.

1. Achieve a minimum increase of 15% in reading and writing assessments for all students by the end of the 2026-2027 school year as measured by the ELA CAASPP standardized assessment.
2. Achieve a minimum increase of 15% in math assessments for all students by the end of the 2026-2027 school year as measured by the Math CAASPP standardized assessment.
3. Achieve a minimum of 15% increase in students demonstrating proficiency in language RIT bands by the end of the 2026-2027 school year as measured by the MAP language assessment.

SAFETY

SMART Goals from our 2024-2027 Strategic Plan to provide a safe environment inclusive of design, security and climate.

1. By the end of the 2026-27 school year, increase student participation in school activities by 30% and parent involvement in school events by 20% compared to the 2023-24 school year.
2. Achieve a minimum of 95% average daily attendance and decrease Chronic Absenteeism by 10% across all grade levels by the end of the 2026-207 school year, as measured by daily attendance records.
3. By the end of the 2026-27 school year, Great Valley will reduce instances of suspension due to fighting and unsafe behaviors by 30% as measured by the Q Reporting system, through the implementation of Positive Behavioral Interventions and Supports (PBIS), conflict resolution, restorative practices and other means of correction to enhance safety awareness, promote positive behavior, and create a conducive environment for learning and growth on the school campus.

EMERGING STUDENTS

SMART Goals from our 2024-2027 Strategic Plan to support students realizing individual success.

1. By the end of the 2026-27 school year, the percentage of ELLs performing at the proficiency or above level will increase by 15% as measured on the CAASSPP ELA assessment.
2. By the end of the 2026-27 school year, the percentage of ELLs reclassifying will increase by 15% as measured by reclassification criteria.
3. Improve Math and ELA scores for Students with Disabilities by 15% on standardized assessments by the end of the 2026-

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2027 school year.

4. Increase Math and ELA scores for homeless students by 15% on standardized assessments by the end of the 2026-27 school year.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	102
Grade 2	94
Grade 3	116
Grade 4	104
Grade 5	98
Grade 6	107
Grade 7	105
Grade 8	119
Total Enrollment	948

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.7
Asian	12.3
Black or African American	12.2
Filipino	6.8
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	2.5
Two or More Races	4
White	3.1
English Learners	33.5
Foster Youth	0.9
Homeless	10
Migrant	0.2
Socioeconomically Disadvantaged	75.9
Students with Disabilities	14

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)	35.60	93.92	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	6.05	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	38.00	100.00	1050.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.50	87.55	829.80	80.07	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	5.08	45.20	4.36	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	3.67	64.50	6.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.70	2.48	11953.10	4.28
Unknown/Incomplete/NA	1.30	3.70	71.00	6.85	15831.90	5.67
Total Teaching Positions	35.90	100.00	1036.30	100.00	279044.80	100.00

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

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)	25.80	70.48	771.70	72.44	231142.40	100.00
Intern Credential Holders Properly Assigned	2.70	7.40	37.00	3.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	5.08	86.60	8.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.51	21.60	2.03	11746.90	4.23
Unknown/Incomplete/NA	5.20	14.45	148.20	13.92	14303.80	5.15
Total Teaching Positions	36.60	100.00	1065.40	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	2.30	1.30	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.30	1.30	1.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.8
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.60	15.5	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	5	0

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

2024-25 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
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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) StudySync Grades 7-8, McGraw-Hill (Adopted 2016)	Yes	0
Mathematics	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
Science	Amplify California Science Grades K-5 (Adopted 2022) Amplify California Science Grades 6-8 (Adopted 2020)	Yes	0
History-Social Science	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
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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 46 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.

Maintenance Program

The District allocates funding for maintenance. The 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

August 2024

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			Linoleum flooring has holes in the 70 wing.
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			Significant cracks, trip hazards, holes and deterioration are found in the playground, basketball court, by room 6.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	34	38	36	46	47
Mathematics (grades 3-8 and 11)	21	19	22	22	34	35

2023-24 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	664	657	98.95	1.05	33.84
Female	325	320	98.46	1.54	38.75
Male	339	337	99.41	0.59	29.17
American Indian or Alaska Native	--	--	--	--	--
Asian	79	76	96.20	3.80	42.67
Black or African American	88	88	100.00	0.00	19.32
Filipino	45	45	100.00	0.00	64.44
Hispanic or Latino	387	383	98.97	1.03	30.81
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	33.33
Two or More Races	29	29	100.00	0.00	48.28
White	16	16	100.00	0.00	25.00
English Learners	190	184	96.84	3.16	10.38
Foster Youth	--	--	--	--	--
Homeless	82	81	98.78	1.22	18.52
Military	16	16	100.00	0.00	62.50
Socioeconomically Disadvantaged	522	517	99.04	0.96	32.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	9.89

2023-24 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	664	659	99.25	0.75	18.84
Female	325	324	99.69	0.31	15.48
Male	339	335	98.82	1.18	22.09
American Indian or Alaska Native	--	--	--	--	--
Asian	79	79	100.00	0.00	25.32
Black or African American	88	88	100.00	0.00	11.36
Filipino	45	45	100.00	0.00	44.44
Hispanic or Latino	387	385	99.48	0.52	15.36
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	20.00
Two or More Races	29	27	93.10	6.90	29.63
White	16	15	93.75	6.25	20.00
English Learners	190	190	100.00	0.00	6.32
Foster Youth	--	--	--	--	--
Homeless	82	80	97.56	2.44	10.00
Military	16	16	100.00	0.00	37.50
Socioeconomically Disadvantaged	522	518	99.23	0.77	18.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	91	100.00	0.00	2.20

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.90	16.36	22.16	22.63	30.29	30.73

2023-24 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	231	220	95.24	4.76	16.36
Female	109	105	96.33	3.67	13.33
Male	122	115	94.26	5.74	19.13
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	17.24
Black or African American	35	34	97.14	2.86	8.82
Filipino	18	18	100.00	0.00	33.33
Hispanic or Latino	127	121	95.28	4.72	13.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	--	--	--	--	--
English Learners	51	48	94.12	5.88	6.25
Foster Youth	--	--	--	--	--
Homeless	28	26	92.86	7.14	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	173	94.54	5.46	16.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	25	75.76	24.24	0.00

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.

2023-24 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 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	94	94	91	94	94
Grade 7	100	100	100	99	100

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.

2024-25 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 Cafes and Parents by Choice. All classes are offered in English and Spanish. Great Valley has an Outreach Assistant who serves as a liaison between district, school and community resources. The Outreach Assistant coordinates food drives, clothing needs, parent classes, and serves as a resource for students who are facing barriers to attending school daily and on time.

Great Valley has the following Parent & Family Engagement Policy:

The staff of Great Valley Elementary School believes that education is a cooperative effort between the school and home.

Parents are encouraged to actively participate in parent engagement activities on a regular basis. During these meetings, parent input is welcomed to assist Great Valley to improve upon the development and implementation of our school plan, school compact and the review of data to determine the needs of students and where to focus our resources.

Parents will be encouraged to serve as members of the School Site Council, English Learners Advisory Council, and the Parent Teacher Association.

Parents/Guardians will be elected to serve as volunteers in the school, attend student performances and school meetings, and participate in other activities that will assist them in the understanding of the school setting and working with their child.

Great Valley Elementary School staff will strive to build consistent and effective communication between the home and school. This will be accomplished through newsletters, parent/teacher conferences, parent/teacher communication, NTI messages, the Great Valley Facebook page, website, Q parent Connect, teacher to parent Remind app and Class Dojo.

Parents/Guardians will be offered opportunities to learn techniques and strategies that they can use to improve their children's academic success and help their children in learning at home.

An annual meeting will be held to inform parents of the Title 1 program and its requirements.

The process for providing parents with timely information about the program, overall student performance individual student assessment results, school curriculum, types of assessment, proficiency level and state standards will be accomplished through such methods as meetings, conferences, parenting classes, and newsletters.

2024-25 Opportunities for Parental Involvement

A teacher/student/parent compact will be distributed at the beginning of the year through the Student Handbook. New students entering Great Valley will be given the compact as part of the registration process.

NOTICE AND SCHOOL NEWS:

School notices and school newsletters will keep parents and community informed of current and upcoming school events. Parents/Guardians will be encouraged to set up Parent Connect to allow them to access to their child's most recent grades and attendance information. Also parents/guardians will be encouraged to sign up for Peach Jar on the Manteca Unified website, to check our school website at greatvalley.mantecausd.net and to follow Great Valley Elementary School on Facebook to stay up to date on school events

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 Association (PTA). 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, Susan Love at (209) 938-6300.

The School Site Council reviews and approves the following compact which defines our collaborative commitments between school and home to ensure students' academic success:

Parent/Caregiver Commitment: I understand the importance of working cooperatively with Great Valley School. I understand that my participation is important in my child's education for their achievement and attitude. Therefore, I will carry out the following responsibilities to the best of my ability.

I'm going to:

- Bring my child to school on time and attend regularly.
- Create an environment that helps my child with their learning.
- Support my child by ensuring they read daily for at least twenty minutes.
- Supervise their learning tasks and help them to the best of my ability.
- Review all school communications and respond as soon as possible.
- Attend school functions and conferences.
- Provide my child a quiet place to study.
- Support my child to maintain positive behavior at school.
- Help my child learn to resolve conflicts in a positive way.

Parent/Caregiver's signature:

Student Commitment: I realize that my education is important. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability.

I'm going to:

- Arrive at school on time and attend school regularly.
- Keep a positive attitude about school.
- Cooperate and follow school and classroom rules and instructions.
- Be respectful of staff, students, and school property.
- Be responsible for my own behavior.
- Deliver school grades, letters, etc. to my parents.
- Complete classwork/homework on time.

Student signature:

School Commitment: We understand the importance of working cooperatively with the families and students of Great Valley. We will carry out the following responsibilities to the best of our ability.

We are going to:

- Create a physically and emotionally safe learning environment.
- Be mindful and address students' individual needs.
- Create a positive relationship with each student.
- Monitor students' progress in grade level standards and provide parents information at goal setting conferences.
- Maintain high academic and social expectations for all students.
- Explain teaching approaches, expectations, and grading systems to students and their families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1053	1022	252	24.7
Female	519	505	118	23.4
Male	534	517	134	25.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	132	127	27	21.3
Black or African American	134	126	42	33.3
Filipino	66	66	3	4.5
Hispanic or Latino	610	595	146	24.5
Native Hawaiian or Pacific Islander	25	24	12	50.0
Two or More Races	44	43	12	27.9
White	35	34	10	29.4
English Learners	387	378	76	20.1
Foster Youth	12	11	2	18.2
Homeless	122	118	43	36.4
Socioeconomically Disadvantaged	857	839	221	26.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	157	154	38	24.7

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.94	8.5	5.79	4.62	4.96	4.95	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.3	0.09	0.09	0.24	0.18	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0.09
Female	3.66	0.00
Male	7.87	0.19
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.79	0.00
Black or African American	15.67	0.00
Filipino	1.52	0.00
Hispanic or Latino	5.08	0.16
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	2.86	0.00
English Learners	3.62	0.00
Foster Youth	16.67	0.00
Homeless	9.02	0.00
Socioeconomically Disadvantaged	5.95	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.55	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.

2024-25 School Safety Plan

All school sites in the Manteca Unified School District annually update their Comprehensive School Safety Plan in accordance with California Education Code and State legislation. 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 2024 Board of

2024-25 School Safety Plan

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.

Site safety team members are requested to earn their ICS 100 certification upon joining the team. 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.

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

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	16	2	3	
1	17	2	4	
2	16	3	3	
3	19	2	4	
4	26	1		
5	21	2	3	
6	23	2		2
Other	5	2		

2023-24 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

2023-24 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	4707.27	1227.16	3480.10	102002.01
District	N/A	N/A	3748.92	\$90,799
Percent Difference - School Site and District	N/A	N/A	-7.4	11.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-102.3	7.5

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,687	\$56,573
Mid-Range Teacher Salary	\$86,656	\$87,186
Highest Teacher Salary	\$116,178	\$119,665
Average Principal Salary (Elementary)	\$179,500	\$148,486
Average Principal Salary (Middle)	\$0	\$154,835
Average Principal Salary (High)	\$187,357	\$170,008
Superintendent Salary	\$311,917	\$338,699
Percent of Budget for Teacher Salaries	29.82	31.41
Percent of Budget for Administrative Salaries	5.51	4.86

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 2024-25 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	96	97	113