

Richard Garvey Intermediate School

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

School Name	Richard Garvey Intermediate School
Street	2720 North Jackson Ave.
City, State, Zip	Rosemead, CA 91770
Phone Number	(626) 307-3385
Principal	David Alarcon
Email Address	dalarcon@gesd.us
School Website	https://garveyint.garvey.k12.ca.us/
County-District-School (CDS) Code	19-64550-6013601

2023-24 District Contact Information

District Name	Garvey School District
Phone Number	(626) 307-3400
Superintendent	Anita Chu
Email Address	achu@garvey.k12.ca.us
District Website	www.garvey.k12.ca.us

2023-24 School Description and Mission Statement

Richard Garvey Intermediate School is a public learning organization that serves students in the 7th and 8th grade. Garvey draws its student population primarily from five elementary schools within the boundaries of the Garvey School District. The staff of Garvey Intermediate School meets and exceeds professional standards, and strives to provide a rigorous educational program for all students. It is through the collective effort of parents, the community at-large and the immediate school community that the students of Garvey Intermediate continue to grow in positive directions.

Garvey Intermediate School Mission Statement:

Provide a strong, standards-based, data driven program of instruction for all students across all curriculum areas

Ensure effective communication and cooperation with parents for the betterment of students

Educate students in the use of current technology and other resources as a precursor to their entrance into the global community

Encourage and provide opportunities for students, parents, faculty and staff to participate in the leadership of our school

Provide an environment that is aesthetically pleasing, welcoming, creative, ambitious and safe.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	287
Grade 8	304
Total Enrollment	591

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
Asian	64%
Black or African American	0.5%
Filipino	1.4%
Hispanic or Latino	31.6%
Two or More Races	0.7%
White	1%
English Learners	22.2%
Homeless	0.3%
Socioeconomically Disadvantaged	69%
Students with Disabilities	7.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.20	93.79	181.40	94.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.80	6.21	7.70	4.07	18854.30	6.86
Total Teaching Positions	29.00	100.00	191.20	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)	27.60	90.22	190.60	93.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.49	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	4.89	5.00	2.44	11953.10	4.28
Unknown	1.50	4.89	6.30	3.07	15831.90	5.67
Total Teaching Positions	30.60	100.00	204.90	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

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	1.50
Total Out-of-Field Teachers	0.00	1.50

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0	0

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

Garvey School District adheres to California Education Code, which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class.

Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

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	(7-8) Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections, 2017 – Student Textbook and Online Access	Yes	0%
Mathematics	(7-8) Big Ideas Learning, Big Ideas Math, 2014 – Student Textbook and Online Access	Yes	0%
Science	(K-8) Delta Education, FOSS Next Generation K-8, 2018 Student Textbook, Work-text, and Online Access	Yes	0%
History-Social Science	(7-8) National Geographic Learning, National Geographic World History, 2017 Student Textbook and Online Access	Yes	0%

School Facility Conditions and Planned Improvements

Based on a recent site inspection conducted during the month of December 2021, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. External areas were found in poor condition, some repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

Year and month of the most recent FIT report

12/6/23

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.

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
English Language Arts/Literacy (grades 3-8 and 11)	66	67	56	56	47	46
Mathematics (grades 3-8 and 11)	55	60	50	53	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	589	582	98.81	1.19	67.35
Female	278	273	98.20	1.80	73.63
Male	311	309	99.36	0.64	61.81
American Indian or Alaska Native	0	0	0	0	0
Asian	381	376	98.69	1.31	76.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	183	181	98.91	1.09	47.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	138	133	96.38	3.62	18.80
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	415	409	98.55	1.45	65.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	11.63

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
All Students	590	588	99.66	0.34	60.37
Female	279	279	100.00	0.00	60.93
Male	311	309	99.36	0.64	59.87
American Indian or Alaska Native	0	0	0	0	0
Asian	381	380	99.74	0.26	77.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	184	183	99.46	0.54	24.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	138	137	99.28	0.72	29.93
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	416	414	99.52	0.48	57.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	43	100.00	0.00	13.95

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)	45.70	52.32	41.10	41.89	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	304	302	99.34	0.66	52.32
Female	146	145	99.32	0.68	48.97
Male	158	157	99.37	0.63	55.41
American Indian or Alaska Native	0	0	0	0	0
Asian	195	195	100.00	0.00	65.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	89	97.80	2.20	22.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	4.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	205	99.03	0.97	46.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	23.53

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 7	270	271	270	269	265

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

Parents, guardians, and community members are an integral part of the support system for Garvey School District students. There are many opportunities for parents to participate in collaborative decision-making with the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committees. In addition, parents can take advantage of the numerous parent workshops provided by Learning Support Services, held at the District Parent Center (PEC) on topics that include academic achievement, social emotional needs, and family literacy. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies and other school functions.

At Garvey Intermediate, our Parent Student Teacher Association (PTSA) plays a vital role in helping with school dances, promotion activities, and other school activities. Parent trainings are also provided throughout the year by our Counselors in conjunction with our School Community Coordinators. Trainings on Bully and Suicide Prevention and use technology such as Google Classroom are topics covered by our team.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	610	94	15.4
Female	298	290	45	15.5
Male	323	320	49	15.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	395	391	10	2.6
Black or African American	4	4	2	50.0
Filipino	8	8	3	37.5
Hispanic or Latino	198	191	75	39.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	6	6	3	50.0
English Learners	169	165	26	15.8
Foster Youth	0	0	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	475	467	76	16.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	48	18	37.5

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	0.00	4.23	4.83	0.00	1.24	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.83	0
Female	3.36	0
Male	6.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.77	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.68	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14	0

2023-24 School Safety Plan

Garvey Intermediate has developed a Comprehensive School Safety Plan. Its' priority is the safety of students, staff, and community members on the Garvey Intermediate campus. The School Safety Plan is reviewed by a school safety committee comprised of staff and parents and revised each year to include updated information. The plan is submitted to the school site council for approval and forwarded to the Garvey School District Board of Education for final approval. Teachers are trained on safety issues by district personnel, the school principal, and consultants. Each teacher is assigned a binder containing emergency procedures and carries this binder to all emergency drills to ensure reference to procedures as needed. A copy of the complete Comprehensive School Safety Plan can be found in the school's main office. The Comprehensive School Safety Plan was approved by the School Site Council on November 15, 2023.

Moreover, fire drills are called monthly; lockdown drills are called twice a year and a district-wide disaster drill is called each fall. The school employs one campus security supervisor who patrols the campus on foot throughout the instructional day. The school safety plan includes a schoolwide discipline plan that is communicated and distributed to students and staff each fall at the commencement of the school year.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31		18	6
Mathematics	38		12	12
Science	25		24	
Social Science	25		24	

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	19	
Mathematics	19	28	8	
Science	23	12	12	
Social Science	25	2	20	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	24	13	0
Mathematics	17	34	8	0
Science	24	8	16	0
Social Science	26	3	19	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	591

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

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
School Site	6922.50	446.22	6476.27	96017.06
District	N/A	N/A	5288.26	\$89,553
Percent Difference - School Site and District	N/A	N/A	20.2	7.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-1.8	12.6

Fiscal Year 2022-23 Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district adopted curricular materials and 2) supplemental services for identified students that are funded by programs such as special education, English Language Development instruction for English Learners, and both school-day and after-school support for low achieving learners and those of low-socioeconomic backgrounds.

Garvey Intermediate is committed to supporting students through academics as well as meeting the needs of the wholistic child. Our counselors offer targeted academic as well as socioemotional support while providing Social Emotional Learning lessons for all students. The Opportunity Academy offers supplemental support to students that are struggling with academics, attendance, or socioemotional concerns. Finally, AVID provides academic strategies and supports for students that are college bound.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,451	\$54,046
Mid-Range Teacher Salary	\$88,075	\$84,515
Highest Teacher Salary	\$109,931	\$110,867
Average Principal Salary (Elementary)	\$129,156	\$136,841
Average Principal Salary (Middle)	\$133,980	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$231,407	\$217,473
Percent of Budget for Teacher Salaries	29.84%	32.43%
Percent of Budget for Administrative Salaries	4.51%	5.62%

Professional Development

Garvey School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents, aligned to the District's Mission and Vision. Teachers and staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. District-wide days of professional learning and collaboration are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA). Garvey administrators, teachers, and staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

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	3	3	3