# Grow Academy Shafter
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 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. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Grow Academy Shafter |
| **Street** | 471 W. Los Angeles |
| **City, State, Zip** | Shafter, Ca. 93263 |
| **Phone Number** | 661-630-7220 |
| **Principal** | Lacie Harris |
| **Email Address** | Lharris@growpublicschools.org |
| **School Website** | https://www.gashafter.org/ |
| **County-District-School (CDS) Code** | 15 63578 0135186 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Grow Academy Shafter |
| **Phone Number** | 661-432-7880 |
| **Superintendent** | Ric Esquivel |
| **Email Address** | resquivel@growpublicschools.org |
| **District Website Address** | www.growpublicschools.org |

## 2022-23 School Overview

Grow Academy Shafter (GA Shafter) is an elementary charter school designed to serve students in the greater Shafter community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. Our goal is to close the achievement gap for students in rural areas around Shafter by creating an environment for student excellence and well-being. GA Shafter enrolls approximately 90 students per grade each year in Kindergarten through eighth grades, with an end goal of educating approximately 800 students annually. Our student population is 25% English learner (EL), 73% socioeconomically disadvantaged, and 5.3% special education. 86% of our students are Hispanic. GA Shafter is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen. Our goal is to not only prepare students for the academic rigors of secondary and higher education but to also develop a deep understanding of the impact that proper nutrition has on their academic performance, as well as, their lifelong health and well-being. Grow Academy is motivated by the four core values of Grow Schools: High Expectations, Health and Wellness, Perseverance, and Joy. The following goals encompass our vision: Providing school choice for families that have limited English Language skills and are economically disadvantaged. Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they are promoted to 9th grade. Educate our scholars to be self-motivated, competent, and lifelong learners, and have an authentic love of reading. Providing the parents in the Shafter community an educational pathway to position their children to be eligible for attending a four-year college. Include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future. Encouraging our students to become leaders in their community and to return to Kern County (and specifically to the Shafter area) to help others achieve their goals.

## 2022-23 School Overview

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 92 |
| Grade 1 | 94 |
| Grade 2 | 89 |
| Grade 3 | 84 |
| Grade 4 | 85 |
| Grade 5 | 82 |
| Grade 6 | 80 |
| Grade 7 | 77 |
| Grade 8 | 79 |
| Total Enrollment | 762 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 51.05% |
| Male | 48.95% |
| Non-Binary | 0% |
| American Indian or Alaska Native | .26% |
| Asian | 0.13% |
| Black or African American | 0.79% |
| Filipino | 0.0% |
| Hispanic or Latino | 88.06 |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 0.0% |
| White | 10.37% |
| English Learners | 23.23% |
| Foster Youth | 0.0% |
| Homeless | 0.0% |
| Migrant | 0.26% |
| Socioeconomically Disadvantaged | 57.87% |
| Students with Disabilities | 5.64% |

## 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) | 12.40 | 58.12 | 148.90 | 87.88 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.59 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 4.00 | 18.61 | 5.00 | 2.95 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.80 | 0.51 | 12115.80 | 4.41 |
| Unknown | 4.90 | 23.22 | 13.60 | 8.06 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.40 | 100.00 | 169.50 | 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | 4.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 4.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 33.30 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | January 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Reading/Language Arts** | Core Knowledge Language Arts, Amplify ELA 2021 | Yes | 0 |
| **Mathematics** | Illustrative Mathematics 2021 | Yes | 0 |
| **Science** | Amplify Science 2021 | Yes | 0 |
| **History-Social Science** | Studies Weekly | Yes | 0 |
| **Foreign Language** | N/A | | |
| **Health** | N/A | | |
| **Visual and Performing Arts** | N/A | | |

## School Facility Conditions and Planned Improvements

| **Year and month of the most recent FIT report** | January 2023 | | | |
|---|---|---|---|---|
| **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** |
|---|---|

**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).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 37 | N/A | 29 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 22 | N/A | 15 | N/A | 33 |

## 2021-22 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 | 489 | 488 | 99.80 | 0.20 | 37.30 |
| Female | 239 | 239 | 100.00 | 0.00 | 39.75 |
| Male | 250 | 249 | 99.60 | 0.40 | 34.94 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 439 | 438 | 99.77 | 0.23 | 34.70 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 44 | 44 | 100.00 | 0.00 | 59.09 |
| English Learners | 110 | 109 | 99.09 | 0.91 | 11.93 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 395 | 394 | 99.75 | 0.25 | 34.01 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 32 | 32 | 100.00 | 0.00 | 28.13 |

## 2021-22 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 | 489 | 488 | 99.80 | 0.20 | 22.13 |
| Female | 239 | 239 | 100.00 | 0.00 | 21.34 |
| Male | 250 | 249 | 99.60 | 0.40 | 22.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 439 | 438 | 99.77 | 0.23 | 19.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 44 | 44 | 100.00 | 0.00 | 47.73 |
| English Learners | 110 | 109 | 99.09 | 0.91 | 5.50 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 395 | 394 | 99.75 | 0.25 | 19.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 32 | 32 | 100.00 | 0.00 | 15.63 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 27.71 | 21.02 | 9.94 | 11.54 | 28.5 | 29.47 |

## 2021-22 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 | 157 | 157 | 100 | 0 | 21.02 |
| Female | 77 | 77 | 100 | 0 | 22.08 |
| Male | 80 | 80 | 100 | 0 | 20 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 140 | 140 | 100 | 0 | 18.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 16 | 16 | 100 | 0 | 43.75 |
| English Learners | 36 | 36 | 100 | 0 | 2.78 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 122 | 122 | 100 | 0 | 17.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 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.

### 2021-22 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.   Due to changes to the 2021-22 PFT administration, 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 | 94% | 94% | 94% | 94% | 94% |
| Grade 7 | 95% | 95% | 95% | 95% | 95% |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2022-23 Opportunities for Parental Involvement

At Grow Academy Shafter, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life. Strongly correlated with successfully fulfilling our mission is a robust and rich partnership with our families. GA Shafter seeks to form deep partnerships with families in order to maintain a positive school climate and support student academic performance. Research confirms that students whose parents attend school events out outperform their peers on state assessments. As such Grow Academy Shafter has several opportunities in the 2022-2023 school year to encourage parental involvement benefiting the students served. We begin each school year with what is called "Mutual Promise Night" before the school year begins in which we reaffirm our commitment to our families to ensure that we are fulfilling our mission and the importance of that partnership in educating their children, and our parents then also reaffirm their commitment to collaborating and ensuring that they will work collaboratively with their child's teacher to maximize our effectiveness as a school. GA Shafter also uses an approach to developing partnerships with parents known as Academic Parent Teacher Teams (APTT). In the APTT model, teachers coach parents to become engaged, knowledgeable members of the academic team by unpacking data on assessments and developing with families ways to work together collaboratively to facilitate student learning. Parent involvement is also encouraged through participation in the English Learner Advisory Committee (ELAC), Parents of Grow Academy (parent advisory group), and Parent Information Meetings. Parents can also become involved by providing feedback solicited through parent and school-climate surveys. To encourage involvement through ongoing communication, parents have the opportunity to use multimedia (i.e., group text messages, ParentSquare, phone dialer, newsletters, Kickboard). An interpreter is provided to provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and English Learners (EL). A Parent Appreciation Night is organized to celebrate and encourage parent participation for EL, Foster, and socioeconomically disadvantaged students. Parents can also become involved in the ASES program and extra-curricular activities provided by the school (i.e., intramural sports).

## 2022-23 Opportunities for Parental Involvement

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 814 | 795 | 231 | 29.1 |
| Female | 415 | 407 | 113 | 27.8 |
| Male | 399 | 388 | 118 | 30.4 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 3 | 3 | 3 | 100.0 |
| Black or African American | 7 | 7 | 1 | 14.3 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 703 | 693 | 202 | 29.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 95 | 87 | 22 | 25.3 |
| English Learners | 189 | 188 | 61 | 32.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 649 | 639 | 197 | 30.8 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 44 | 44 | 11 | 25.0 |

## 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 collected between July through February, partial school year due to the COVID-19 pandemic.  The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.31 | 2.06 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.25 | 0.00 | 3.94 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.06 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.25 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.50 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.28 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.53 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.31 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.27 | 0.00 |

## 2022-23 School Safety Plan

The school will review and update the safety plan by March 1 of each year and report on the status of its plan by July of each year. The annual assessment is completed by the School Site Council. Grow Academy Shafter's School Safety Plan addresses and is compliant in the areas of disaster preparedness, student and staff safety, and staff training. All staff are regularly and continuously trained in emergency procedures and have been assigned specific tasks in the case of an emergency.This School Safety Plan (SSP):

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and organizes emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures and provides Grow Academy Shafter clear guidance for planning purposes.
- Establishes the need for unified training and response exercises to ensure compliance.

A copy of the Grow Academy Shafter school safety plan is available in the Principal's office upon request.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 42 | | 6 | 3 |
| 1 | 41 | | 12 | 6 |
| 2 | 39 | | 13 | 5 |
| 3 | 44 | | 10 | 8 |
| 4 | 47 | | 6 | 12 |
| 5 | 44 | | 9 | 9 |
| 6 | 46 | | 3 | 10 |

## 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 | 30 | | 3 | |
| 1 | 47 | | 3 | 3 |
| 2 | 29 | | 6 | |
| 3 | 46 | | 3 | 3 |
| 4 | 47 | | 2 | 3 |
| 5 | 43 | | 3 | 3 |
| 6 | 35 | | 9 | 3 |

## 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 | 31 | | 18 | |
| 1 | 39 | | 12 | 3 |
| 2 | 40 | | 11 | 4 |
| 3 | 35 | | 12 | 3 |
| 4 | 36 | | 10 | 4 |
| 5 | 36 | | 7 | 3 |
| 6 | 31 | 2 | 5 | 3 |

## 2021-22 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** | 784 |

## 2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.5 |
| Resource Specialist (non-teaching) | |
| Other | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $13,740 | $5,567 | $8,473 | $71,769 |
| District | N/A | N/A | $8,473 | $71,769 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 0.0 |
| State | N/A | N/A | $6,594 | $84,612 |
| Percent Difference - School Site and State | N/A | N/A | 24.9 | -16.4 |

## 2021-22 Types of Services Funded

In the 2021-2022 school year, GA Shafter was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Some examples of the initiatives that were funded and maintained even after the pandemic included providing timely and meaningful communication to parents via ParentSquare which allows parents to support their child's educational outcomes and enables them to become more involved in advocating for their child's needs. We also continued providing 1:1 Chromebooks for all students as this proved to be a crucial part of the schools' ability to provide meaningful instruction both in-person and at home. Additionally, as needed, we continued hosting virtual events such as back to school night, Edible School Yard (ESY) cooking classes, as well as virtual APTT (Academic Parent-Teacher Teams) for families who are not able to make it to the school site.

We also had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following: We hosted Saturday tutorial sessions on site for our students while hosting workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

·        Financial Literacy
·        Funding Options for College
·        Completing applications attributed to college
·        Dangers of the internet
·        During school wide events we would host tutorial sessions on how to access the parent portal of our SIS system, how to access our digital curriculum or based computer/technology literacy classes. etc.

We continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

·        Purchasing and providing mobile wi-fi hotspots for all families in need.
·        Providing families with additional Chromebooks or wifi hotspots to account for the number of students within the household.
·        Developing and hosting engaging virtual activities for the whole family.
·        Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.
·        Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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** | $48,000 | 46,844 |
| **Mid-Range Teacher Salary** | $60,000 | 73,398 |
| **Highest Teacher Salary** | $79,310 | 93,845 |
| **Average Principal Salary (Elementary)** | $135,000 | 116,457 |
| **Average Principal Salary (Middle)** | $135,000 | 122,115 |
| **Average Principal Salary (High)** | N/A | N/A |
| **Superintendent Salary** | $227,500 | 136,296 |
| **Percent of Budget for Teacher Salaries** | 23% | 29.92 |
| **Percent of Budget for Administrative Salaries** | 3% | 6.44 |

## Professional Development

Grow Academy Shafter believes that a strong adult learning program is essential to developing teachers and student achievement. The school calendar is designed to have shortened days every Friday dedicated to adult learning. In addition, there are 15 days of adult learning in the summer, two at the end of every quarter, and five during the winter break. Three times a year the Shafter and Arvin campuses review common interim data and set priorities for learning. Grow Academy Shafter has established a balanced adult learning program with four main components: data analysis and curricular planning, instructional best practices, solutions teams and personalized adult learning. Professional learning has three point of emphasis; engagement, rigor, and assessment.

Professional learning is also embedded throughout the school day. Teachers have a 75 minute preparation each day. Once a week during prep the teachers meet in a department PLC (professional learning community) focused on inquiry questions and analyzing student work. Another day during prep teachers meet with an instructional coach to plan and review lessons. Every two weeks teachers meet either the principal or assistant principal of instruction to review academic data and their personalized educator plans.

Grow Shafter also partners with high quality organizations to enhance professional learning for teachers. Two Teacher Leads (TLs) have on-going training through the Loyola Marymount Center for Math and Science Teaching (CMAST). STEM teachers work with TLs to plan, review observations, and participate in PLCs and professional development. All elementary school teachers work with Success For All coaches on literacy instruction. Through a partnership with the New Teacher Center, teacher coaches receive ongoing training and support.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 21 | 24 | 38 |