

Grow Academy Arvin

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	Grow Academy Arvin
Street	901 Nectarine Ct.
City, State, Zip	Arvin, CA 93203-2424
Phone Number	(661) 390-4457
Principal	Jenny Bard
Email Address	jbard@growpublicschools.org
School Website	www.gaarvin.org
Grade Span	TK-8
County-District-School (CDS) Code	15101570124040

2024-25 District Contact Information

District Name	Grow Academy Arvin
Phone Number	(661) 432-7880
Superintendent	Ric Esquivel
Email Address	resquivel@growpublicschools.org
District Website	www.growpublicschools.org

2024-25 School Description and Mission Statement

Grow Academy (GA) is a TK-8 public charter school located in the heart of the greater Arvin community, serving students who are at risk of underperforming on state assessments. Our mission is to be part of a network of high-performing schools dedicated to academic excellence, empowering all students to thrive through a foundation of health and wellness, college and career readiness, and lifelong success. We are committed to providing a nurturing and rigorous learning environment that challenges students to exceed their potential and prepares them for a lifetime of success.

2024-25 School Description and Mission Statement

Each year, Grow Academy Arvin enrolls approximately 40 students in Transitional Kindergarten (TK) and 88 students per grade from Kindergarten through 8th grade. The school aims to educate 832 students annually across grades TK-8. A significant portion of our student body, 42.6%, are English learners (EL), 89.8% come from socioeconomically disadvantaged backgrounds, and 9.2% of our students have identified disabilities. The majority of our students, 95%, are Hispanic, reflecting the cultural and linguistic diversity of the community we serve.

Grow Academy's vision is to provide underserved communities with a choice in education that leads to a life of opportunity for all students. Our goal is to ensure that every student is not only college-ready but also fully prepared for the challenges of higher education. We aim to equip students with strong academic skills, as well as a deep understanding of the importance of physical and mental well-being, fostering well-rounded individuals ready to thrive in all aspects of life.

At Grow Academy, we hold our students to high expectations. Our curriculum is both challenging and supportive, pushing students to engage with content across various disciplines while fostering a love of learning. We emphasize the integration of Humanities and STEM education, encouraging students to think critically, collaborate, and explore real-world applications of their knowledge. Central to our academic approach is personalized learning, which allows us to meet the unique needs of each student through individualized instruction in our Learning Lab. In addition, our daily literacy block ensures that every student receives dedicated time to build essential reading and writing skills, which are crucial for academic success across all subjects.

A key feature of Grow Academy is our focus on health and wellness. Through our Edible Schoolyard program, students engage in hands-on learning experiences that connect them to the process of growing healthy food in the garden and preparing it in the kitchen. This experiential learning model not only teaches students about nutrition and healthy food choices but also empowers them to make positive decisions about their health that can have a lasting impact on their academic performance and overall well-being. By incorporating these principles into the school day, we aim to equip students with the skills they need to thrive both inside and outside the classroom.

At Grow Academy, we believe that education goes beyond academics. By cultivating a strong sense of community, fostering a commitment to lifelong learning, and prioritizing overall well-being, we aim to equip our students to be resilient, capable, and prepared to face any challenges ahead. We take immense pride in our role in shaping the future of both our students and the broader Kern County community. Through our unwavering dedication to excellence, innovation, and student success, we are not merely closing the achievement gap—we are paving the way for a brighter, more prosperous future. This commitment is the foundation of our mission: to empower every student to reach their fullest potential and become the leaders of tomorrow.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	21
Kindergarten	86
Grade 1	90
Grade 2	91
Grade 3	85
Grade 4	84
Grade 5	82
Grade 6	84
Grade 7	88
Grade 8	90
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	801

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
Non-Binary	0
American Indian or Alaska Native	0
Asian	0.1
Black or African American	1.1
Filipino	0.1
Hispanic or Latino	95
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	2.4
English Learners	42.6
Foster Youth	0
Homeless	1
Migrant	3.1
Socioeconomically Disadvantaged	89.8
Students with Disabilities	9.2

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)	10.90	40.72	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	3.40	12.93	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.40	42.57	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	46.50	13.17	12115.80	4.41
Unknown/Incomplete/NA	0.90	3.67	25.10	7.11	18854.30	6.86
Total Teaching Positions	26.90	100.00	353.10	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)	16.10	47.53	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	2.30	7.03	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.00	38.24	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.44	39.70	11.19	11953.10	4.28
Unknown/Incomplete/NA	1.60	4.71	16.60	4.69	15831.90	5.67
Total Teaching Positions	34.00	100.00	355.30	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)	16.70	41.37	221.60	65.15	231142.40	83.24
Intern Credential Holders Properly Assigned	6.90	17.26	26.60	7.84	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.90	19.73	29.90	8.81	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.75	33.70	9.92	11746.90	4.23
Unknown/Incomplete/NA	8.00	19.83	28.10	8.27	14303.80	5.15
Total Teaching Positions	40.40	100.00	340.20	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	10.90	11.00	6.9
Misassignments	0.50	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	11.40	13.00	7.9

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	0.80	0.7
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.80	0.7

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)	3.50	5.6	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	58.80	0	0.9

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

Year and month in which the data were collected: January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA -- CKLA 2nd Edition (2024) Online Learning: Lexia Core 5 and Lexia Power Up (2024) ELD -- Mcgraw Hill (2024)) Amplify Language Studio (2024) Amplify ELD (2024)	Yes	0
Mathematics	Bridges to Mathematics Intervention (2024) NextGen Math (2024) Online Learning: ST Math (2024)	Yes	0
Science	Amplify Science (2024)	Yes	0
History-Social Science	McGraw Hill CA Impact (2024)	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

According to our most recent Facility Inspection Tool (FIT) review, we are pleased to report that Grow Academy has achieved an outstanding result, with all aspects of the inspection marked as 'Yes.' This outcome demonstrates full compliance with the required standards, underscoring the Academy's steadfast commitment to maintaining a high-quality, safe, and efficient environment for students and staff.

Year and month of the most recent FIT report

January 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	32	37	37	37	46	47
Mathematics (grades 3-8 and 11)	18	22	21	21	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	519	517	99.61	0.39	36.94
Female	251	249	99.20	0.80	44.18
Male	268	268	100.00	0.00	30.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	500	498	99.60	0.40	36.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	196	196	100.00	0.00	19.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	361	360	99.72	0.28	31.39
Students Receiving Migrant Education Services	21	21	100.00	0.00	19.05
Students with Disabilities	55	55	100.00	0.00	9.09

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	519	515	99.23	0.77	21.75
Female	251	247	98.41	1.59	17.00
Male	268	268	100.00	0.00	26.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	500	496	99.20	0.80	21.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	196	195	99.49	0.51	8.72
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	361	360	99.72	0.28	19.72
Students Receiving Migrant Education Services	21	21	100.00	0.00	14.29
Students with Disabilities	55	55	100.00	0.00	1.82

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)	18.54	21.89	22.17	2.82	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	170	169	99.41	0.59	21.89
Female	85	84	98.82	1.18	19.05
Male	85	85	100.00	0.00	24.71
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	164	163	99.39	0.61	21.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	50	100.00	0.00	6.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	108	100.00	0.00	18.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	5.56

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%	94%	94%	94%
Grade 7	94%	94%	94%	94%	94%
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.

2024-25 Opportunities for Parental Involvement

At Grow Academy Arvin, we accomplish our mission through continuous learning and growth, offering new educational opportunities, and creating an environment of achievement for all students. As a result, students excel academically, emotionally, and physically, maximizing their potential to prepare for the rigors of college, career, and life. A strong partnership with our families is key to successfully fulfilling our mission. Grow Academy Arvin actively collaborates with families to maintain a positive school climate and support student academic performance. Research confirms that students whose parents attend school events outperform their peers on state assessments. To this end, Grow Academy Arvin provides multiple opportunities during the 2024-2025 school year to encourage parental involvement that benefits students. All approved activities and workshops are rooted in research and best parenting practices to ensure student success.

Opportunities for Parental Involvement

Mutual Promise Night: Before the school year begins, we host Mutual Promise Night to reaffirm our commitment to families. This event highlights the importance of our partnership in educating their children, with families committing to collaborate with teachers to maximize school effectiveness.

Individual Learning Plans (ILPs): Parents, students, teachers, and school administrators meet regularly to review ILPs, assess progress, and establish learning goals for student success.

Parent/Teacher Conferences: Held quarterly, these conferences offer opportunities for principals, teachers, and families to review student progress and develop strategies for continued success throughout the school year.

Parent Education and Training: We provide programs such as Loving Solutions and the Parent Project to help families support their children's learning at home. Additionally, families can access services related to health, nutrition, and other essential community resources.

2024-25 Opportunities for Parental Involvement

Home Visits: At the start of the school year, teachers conduct home visits to remove barriers, build trust, and establish communication to support shared student success.

Volunteer Opportunities: Parents can contribute by supporting classrooms, leading extracurricular activities, assisting with leadership opportunities, chaperoning field trips, and more. A parent volunteer survey helps identify available talents, times, and days for participation.

Parent Leadership and Decision-Making: Families participate in decision-making through groups such as SSC, ELAC, SPGA, PAC, and the Grow Community Schools Advisory Council, advocating for school transformation and improvement.

Community Partnerships: Collaborations with local organizations provide families with access to resources and services related to health, culture, recreation, behavior, and more, linking families to valuable supports.

Program Evaluations and Feedback: Parents complete annual evaluations of Charter School programs, contributing to continuous improvement. Additionally, the annual Parent Satisfaction Survey and LCAP gather ongoing input and feedback from families.

Communication: Effective communication between the school and home ensures parents are well-informed about school and classroom activities. All communications are provided in both English and Spanish through various platforms, newsletters, and postings.

Coffee & Conversation: Monthly gatherings allow parents and guardians to engage in meaningful discussions, ask questions, and connect with the principal, support staff, and other families.

Spring Open House: This annual event informs families about the Annual LCAP, attendance expectations, testing data, promotions, study tips, and offers a chance to collect feedback from parents.

Family Nights: Events such as Family Literacy Night, Family Math Night, and SPGA Family Nights help build a stronger community, enhance student achievement, support learning at home, and motivate students for long-term success.

Parent Project and Loving Solutions: These programs assist families in addressing behavioral and emotional challenges, strengthening family-school partnerships, and fostering supportive home environments to improve attendance, focus, and academic success.

Math and Reading Sessions: Workshops empower families with tools to support student learning at home, strengthen foundational skills, and address learning gaps across all grade levels.

Family Cooking Nights: These engaging events bring families together in the Edible School Yard kitchen to create healthy recipes while fostering collaboration and fun.

Monthly Community Workshops: Held once a month, these workshops introduce families to valuable resources such as city libraries, health services, financial literacy programs, food pantries, and more.

Transition to High School Workshops: Offered in the spring, these sessions help families navigate the high school transition process through partnerships with local high schools.

At Grow Academy Arvin, we remain committed to fostering meaningful family partnerships and creating a supportive environment where students thrive academically, emotionally, and socially.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	819	817	148	18.1
Female	401	399	68	17.0
Male	418	418	80	19.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	778	776	132	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	20	8	40.0
English Learners	348	348	56	16.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	735	733	139	19.0
Students Receiving Migrant Education Services	25	25	2	8.0
Students with Disabilities	95	95	23	24.2

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
1.84	1.08	2.81	4.73	1	6.83	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	0	0.01	0	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.81	0.00
Female	0.50	0.00
Male	5.02	0.00
Non-Binary	0.00	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	2.96	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	2.59	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.86	0.00
Students Receiving Migrant Education Services	8.00	0.00
Students with Disabilities	4.21	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

The Comprehensive School Safety Plan for Grow Academy Arvin has been developed to ensure the safety and well-being of all students, staff, and visitors. The plan includes detailed procedures and protocols to address a variety of emergency situations, and it is regularly reviewed and updated to maintain its effectiveness.

2024-25 School Safety Plan

Review and Updates: The safety plan was last approved by the Grow Public Schools Governing Board on February 26, 2024. It is reviewed annually and updated to reflect any changes in safety protocols, legal requirements, and community needs. The plan is discussed with school faculty and a student representative each year to ensure that all members of the school community are aware of and understand their roles in the event of an emergency.

Key Elements of the Plan:

Child Abuse Reporting Procedures: Clear guidelines for mandatory reporting of suspected child abuse.

Bullying Prevention and Response: Procedures to prevent and address bullying, including cyberbullying.

Suicide Prevention: Protocols for identifying and supporting students at risk.

Opioid Protocol: Guidelines for responding to opioid-related emergencies.

Disaster and Emergency Preparedness: Detailed plans for responding to various types of disasters (e.g., earthquakes, fires, floods) and emergencies (e.g., armed assaults, bomb threats).

Incident Command and Emergency Teams: A structured approach to managing emergencies, with specific teams for medical response, psychological support, search and rescue, and other critical functions.

Evacuation and Shelter-in-Place Procedures: Protocols for evacuating the building or sheltering in place in response to specific threats.

Psychological First Aid: Guidelines for providing emotional support to students and staff during and after a crisis.

The school's safety plan ensures that Grow Academy Arvin is prepared to handle emergencies effectively, providing a safe and supportive environment for learning.

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
TK	0	0	0	0
K	28	0	6	0
1	29	0	15	0
2	29	0	14	0
3	34	0	12	3
4	27	0	10	0
5	28	0	15	0
6	31	0	19	2
Other	22	1	1	

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
TK	20	1	0	0
K	26	3	9	0
1	29	0	12	0
2	29	0	18	0
3	30	2	16	1
4	29	0	18	0
5	29	0	12	0
6	29	3	32	1
Other	30	0	6	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	20	1	0	0
K	29	0	3	0
1	29	0	3	0
2	29	0	3	0
3	28	0	24	0
4	29	0	24	0
5	26	1	23	0
6	27	1	24	0
Other	0	0	0	0

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	28	0	0	7
Mathematics	28	0	7	0
Science	28	0	7	0
Social Science	28	0	7	0

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	25	2	5	0
Mathematics	25	2	5	0
Science	25	5	5	0
Social Science	25	2	5	0

2023-24 Secondary 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 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	30	0	5	1
Mathematics	30	0	6	1
Science	30	0	4	2
Social Science	30	0	6	0

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	267

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)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.5
Other	4

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	\$19,203	\$5,911	\$13,292	\$83,351
District	N/A	N/A	\$13,292	\$83,351
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	21.0	-12.1

Fiscal Year 2023-24 Types of Services Funded

At Grow Academy, we are committed to providing a well-rounded education that supports the diverse needs of our students. Last year, we allocated funding to a variety of essential programs designed to enhance learning opportunities, promote personal growth, and foster academic success for all students. These programs focus on everything from specialized education and creative arts to physical health and extended learning opportunities. Below is an overview of the services funded by Grow

Fiscal Year 2023-24 Types of Services Funded

Academy in the previous year:

Music and Art:

Grow Academy invested in Music and Art education, ensuring students had access to high-quality creative arts programs. This included funding for instruments, art supplies, and technology needed for both music and visual arts instruction.

Physical Education (PE):

Grow Academy provided funding for Physical Education programs to support the purchase of sports equipment, fitness tools, and resources to help students develop physical skills. The funding ensured the hiring of qualified PE instructors who promoted physical health, fitness, and teamwork.

English Learner (EL) Support:

Grow Academy allocated funding to support English Learners by providing essential resources such as books, language software, and supplementary instruction, as well as support through small group instruction. This comprehensive approach ensured that students still developing their English proficiency received the academic support necessary for success. Additionally, the funding supported professional development opportunities for teachers, equipping them with effective language acquisition strategies and tools for culturally responsive teaching. Together, these initiatives helped create an inclusive and supportive learning environment tailored to the unique needs of each student.

Extended Learning Opportunities Program (ELOP):

Grow Academy allocated funding to support afterschool and weekend enrichment programs through the Extended Learning Opportunities Program (ELOP). These programs offered students valuable additional learning time beyond the regular school day, including tutoring, extracurricular activities, and mentorship. The funding helped cover the cost of essential supplies and enabled the hiring of additional staff to ensure these programs ran smoothly. ELOP played a crucial role in closing achievement gaps, providing students with the opportunity to reinforce academic skills, explore new interests, and engage in personal growth outside of the traditional classroom setting. Through this initiative, GA Arvin was able to foster a more well-rounded education and support students in their academic and extracurricular pursuits.

Edible Schoolyard Program (ESY):

Grow Academy supported the Edible Schoolyard Program, which provided students with access to nutrition education and hands-on experiences with organic, locally sourced food. Last year, the program integrated learning in the classroom with activities in the kitchen and garden, promoting healthy eating, sustainability, and food systems education. Funding covered the purchase of gardening tools, kitchen supplies, and ingredients, and supported the development of curriculum that connected academic learning with practical life skills in the garden and kitchen setting.

Professional Development:

Grow Academy prioritized professional development funding to support teachers and staff in enhancing their instructional skills and staying current with educational trends. This funding provided access to workshops, conferences, certifications, and training opportunities, allowing educators to develop new strategies for improving student outcomes. By investing in professional development, Grow Academy ensured that teachers were equipped with the knowledge and tools to meet the diverse needs of their students and foster dynamic learning environments.

Special Education (SPED):

Grow Academy funded essential resources for Special Education, ensuring students with disabilities had access to specialized learning materials, assistive technology, and adaptive equipment. The funding also supported professional development for teachers, allowing them to enhance their ability to deliver individualized instruction. Additionally, Grow Academy provided funding for paraprofessionals and other support staff to assist students in engaging with the curriculum, as well as for assessments and evaluations required to develop tailored Individualized Education Programs (IEPs).

Grow Academy is committed to investing in programs that enhance the educational experience and support the growth and success of our students. Through continued funding and support, we aim to create a dynamic learning environment where every student has the opportunity to excel academically, socially, and personally. We look forward to building on these efforts and ensuring that all students have access to the resources they need to succeed in the future.

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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,483	\$57,839
Mid-Range Teacher Salary	\$70,910	\$90,040
Highest Teacher Salary	\$82,338	\$118,647
Average Principal Salary (Elementary)	\$135,000	\$144,639
Average Principal Salary (Middle)	\$135,000	\$148,270
Average Principal Salary (High)	N/A	\$161,275
Superintendent Salary	\$255,600	\$229,986
Percent of Budget for Teacher Salaries	19%	30.79%
Percent of Budget for Administrative Salaries	1%	5.71%

Professional Development

Grow Academy Arvin believes that a strong professional 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 10 days of adult learning in the summer, one 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 Arvin 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-points 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 meets 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 Academy Arvin partners with several high-quality organizations to ensure continuous improvement in both teaching and student outcomes. Relay Graduate School is a key partner, strengthening lesson internalization and promoting data-informed decisions around student performance. For K-2 literacy instruction, we collaborate with Instruction Partners to implement evidence-based strategies that drive student achievement.

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	38	44	51