

Grow Academy Arvin

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	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
County-District-School (CDS) Code	15101570124040

2023-24 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

2023-24 School Description and Mission Statement

Grow Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The mission of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th and 110 students per year in grades seventh and eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 42.60% English learners (EL), 91.75% Socioeconomically Disadvantaged, and 7.28% students with disabilities. 95.63% of our students are Hispanic. GA vision 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 particular 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 that not only are students prepared for the academic rigors of secondary and higher education, but 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.

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision: Providing a school choice for families with limited English language skills and who are economically disadvantaged. We aim to provide incoming kindergarten students with the opportunity 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. We educate our scholars to be self-motivated, competent, lifelong learners with a deep love of reading. We provide parents in the Arvin Community with an educational pathway to position their children to be eligible to attend 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. We encourage our students to become community leaders and return to Kern County (specifically to Arvin) to help others achieve their goals.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	84
Grade 2	91
Grade 3	89
Grade 4	88
Grade 5	88
Grade 6	90
Grade 7	93
Grade 8	96
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Total Enrollment	806

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.1%
Black or African American	1.2%
Filipino	0.1%
Hispanic or Latino	95.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.1%
White	2.3%
English Learners	42.6%
Foster Youth	0.7%
Homeless	0.6%
Migrant	3.5%
Socioeconomically Disadvantaged	91.7%
Students with Disabilities	7.3%

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	0%	46.50	13.17%	12115.80	4.41%
Unknown	0.90	3.67%	25.10	7.11%	18854.30	6.86%
Total Teaching Positions	26.90	100%	353.10	100%	274759.10	100%

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

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	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

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0.80
Local Assignment Options	0	0.00
Total Out-of-Field Teachers	0	0.80

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	5.6
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

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
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 (2023); ELA (2021) Online Learning: Lexia Core 5 and Lexia Power Up ELD -- Wonders (2020) Amplify Language Studio (2022)	Yes	0

Mathematics	Illustrative Mathematics, 2021 Engage Bridges to Mathematics Intervention (2022) Online Learning: ST Math	Yes	0
Science	Amplify Science (2021)	Yes	0
History-Social Science	McGraw Hill CA Impact (2022)	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

The Grow Academy Arvin facility was built in the 2011-2012 school year. The school employs a Facility Manager, who inspects the campus on a daily basis. To ensure the school is clean, safe and functional, the school uses a facility survey checklist to conduct monthly inspections in all areas on campus. If repairs are needed, they are completed with a sense of urgency. Our custodial service provider keeps classrooms, restrooms, and the Café clean and sanitary.

Year and month of the most recent FIT report

November 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

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	32	34	37	47	46
Mathematics (grades 3-8 and 11)	20	18	22	21	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	531	531	100%	0%	32.3%
Female	258	258	100%	0%	38.37%
Male	273	273	100%	0%	26.37%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	100%	0%	--
Filipino	--	--	--	--	--
Hispanic or Latino	510	510	100%	0%	31.57%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	100%	0%	--
English Learners	197	197	100%	0%	10.66%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	487	487	100%	0%	39.39%
Students Receiving Migrant Education Services	22	22	100%	0%	18.19%
Students with Disabilities	46	46	100%	0%	13.04%

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	531	531	100%	0%	18.08%
Female	258	258	100%	0%	17.44%
Male	273	273	100%	0%	18.68%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	100%	0%	--
Filipino	--	--	--	--	--
Hispanic or Latino	510	510	100%	0%	18.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	100%	0%	--
English Learners	197	197	100%	0%	5.59%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	487	487	100%	0%	15.81%
Students Receiving Migrant Education Services	22	22	100%	0%	22.73%
Students with Disabilities	46	46	100%	0%	6.52%

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.28	18.54	14.65	22.17	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	178	100%	0%	18.54%
Female	81	81	100%	0%	20.98%
Male	97	97	100%	0%	16.49%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	169	169	100%	0%	18.34%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	100%	0%	--
English Learners	57	57	100%	0%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	165	100%	0%	15.76%
Students Receiving Migrant Education Services	--	--	100%	0%	--
Students with Disabilities	15	15	100%	0%	6.67%

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91%	91%	91%	91%	91%
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.

2023-24 Opportunities for Parental Involvement

At Grow Academy Arvin, 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 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 potential to be prepared for the rigors of college, career, and life. There are several opportunities for parental involvement, such as:

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. We ensure they will work collaboratively with their child's teacher to maximize our effectiveness as a school.

Parents, students, teachers, and school administrators meet regularly to assess individual students' learning plans (ILPs), assess progress, and establish learning goals.

Parent/Teacher Conferences are essential to the relationship between Grow and our families. Parent/Teacher conferences are held quarterly and continue conversations in which principals, teachers, and families discuss children's progress and develop strategies for helping students succeed through the entire school year.

Grow helps families establish home environments to support children as learners by offering parent education and training such as Loving Solutions and Parent Project. Grow also provides opportunities for families to receive support with health, nutrition, and other services.

2023-24 Opportunities for Parental Involvement

Home Visits are conducted at the beginning of each school year at all homes by teachers to help remove any barriers, build trust, and establish communication with a common goal - student success.

Volunteer opportunities are available to help support teachers, administrators, students, and other parents. Volunteers are encouraged and empowered to help in the classroom, lead extracurricular activities, assist in leadership opportunities, attend field trips, and make donations. A parent volunteer survey is sent out to identify available parent/guardian talent and available times and days for volunteers.

Parents are involved in decision-making and parent leadership opportunities such as SSC, ELAC, SPGA, and PAC to lobby and encourage ongoing work for school transformation and improvements.

Strong partnerships and collaborations with the community strengthen our school programs by bringing awareness and information on free resources and services available to the Grow community on health, cultural, recreational, social, behavioral, and other supports that link families to learning and awareness.

Parents may also be asked to complete yearly evaluations addressing the strengths and weaknesses of various Charter School programs, which will be considered for ongoing improvement.

Parents complete the annual Parent Satisfaction Survey and LCAP for ongoing input and feedback.

Effective school-to-home and home-to-school communications are designed to keep parents informed of happenings in the school and classroom as they relate to our scholars and families. All communication is offered in English and Spanish through various communication platforms, newsletters, and postings.

Parents are invited to attend monthly Coffee & Conversation to come together, engage in meaningful conversations, and learn from one another, where parents and guardians can share ideas and ask questions while connecting with our principal, support staff, and other parents.

During Spring, an annual Spring Open House is offered to inform parents about our Annual LCAP, share attendance expectations, share up-to-date testing data, Testing and study Tips, and Promotions, and receive feedback.

Family Literacy Night, Family Math Night, and SPGA Family Nights help build a more robust community support system so students can thrive in school and beyond. By bringing families together on campus, family nights enhance student achievement, highlight what students are doing in class, support student learning at home, boost school improvement to meet whole-school goals and motivate students for long-term educational success.

Family Cooking Nights offer a fun, engaging, and collaborative experience for families in the Edible School Yard kitchen while making delicious and healthy recipes.

Monthly Community Workshops are offered once a month for parents/guardians to learn about resources and services provided in the community, such as the city library, health services, financial literacy, food pantries, and so much more.

Transition to High School workshops are offered in the Spring in partnership and collaboration with local high schools to inform and prepare families for what they need to know and the process of supporting their child's transition to high school.

2023-24 Opportunities for Parental Involvement

A robust and rich partnership with our families strongly correlates with successfully fulfilling our mission. GA Arvin seeks to form partnerships 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. As such, Grow Academy Arvin has several opportunities in the 2023-2024 school year to encourage parental involvement that benefits the students served. All approved activities and workshops coincide with research and good parenting practices to ensure students succeed in school. Research shows that parents involved in their child's learning at school result in higher student achievement and overall school experience.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	838	835	206	24.7
Female	410	408	102	25.0
Male	428	427	104	24.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	11	11	6	54.5
Filipino	1	1	0	0.0
Hispanic or Latino	800	797	193	24.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	0	0.0
White	20	20	7	35.0
English Learners	375	373	87	23.3
Foster Youth	8	8	1	12.5
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	772	769	194	25.2
Students Receiving Migrant Education Services	29	29	3	10.3
Students with Disabilities	81	81	31	38.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.84	1.08	4.09	4.73	1	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.04	0.01	0.0	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0.00
Female	0.24	0.00
Male	0.93	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	0.63	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	0.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	6.90	0.00
Students with Disabilities	0.00	0.00

2023-24 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 School Site Council completes an annual assessment. Grow Academy Arvin'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 Arvin clear guidance for planning purposes.
- Establishes the need for unified training and response exercises to ensure compliance.

A copy of the Grow Academy Arvin 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.

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	29		3	
1	29		9	
2	30		10	
3	29		6	
4	30		9	
5	30		9	
6	29		9	

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	28		6	
1	29		15	
2	29		14	
3	34		12	3
4	27		10	
5	28		15	
6	31		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
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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	268.66

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	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)	0
Other	3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,362	\$5,182	\$10,180	\$79,026
District	N/A	N/A	\$10,180	\$77,998
Percent Difference - School Site and District	N/A	N/A	0.0	1.3
State	N/A	N/A	7606.62	
Percent Difference - School Site and State	N/A	N/A	28.9	

Fiscal Year 2022-23 Types of Services Funded

In the 2022-2023 school year, Grow Academy Arvin (GA Arvin) funds were used to help maintain the educational landscape by providing timely and meaningful communication to parents through our parent liaison. This created several parent engagement opportunities to allow parents to support their child's educational outcomes and enable them to become more involved in advocating for their child's needs. Our IT department did a tech assessment and purchased Chromebooks to continue to provide that 1:1 for all students, as this proved to be a crucial part of the school's ability to provide meaningful instruction. GA Arvin updated the student information system to Aries. Aries allows us to maximize student success through comprehensive student management and their grade book functionality and provides critical access portals for teachers, students, and admin. GA Arvin purchased additional library books to ensure that all students have access to relevant culturally and age-appropriate novels and research material to increase academic Growth for all students. GA Arvin provided supplemental professional development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation areas to better meet the individual learning needs of each of our students. Additionally, GA Arvin funds the Edible Schoolyard program that ensures every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in the classroom and the ESY kitchen and garden setting.

GA Arvin has expanded learning support to bridge the learning loss gap resulting from the pandemic. The Intervention Coordinator worked closely with the Small Group Instructors (SGIs) and Alder GSE Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who received specialized training, uses regular assessment data to help SGIs customize learning to student needs and provide individually targeted student instruction. GA Arvin's student success team comprised a social worker, behavior specialist, counselor, assistant principal of student services, assistant principal of academics, and school psychologist. The success team worked collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication to identify the most effective strategies to improve academic outcomes while assessing behavioral and social-emotional progress.

GA Arvin offered students additional resources, enrichment activities, and educational support outside regular school hours, including in our afterschool program and four intersessions held throughout the year. The focus includes academic enrichment, tutoring, mentoring, arts and culture, STEM (Science, Technology, Engineering, and Mathematics), physical fitness, career readiness, and more.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,000	0
Mid-Range Teacher Salary	\$60,000	0
Highest Teacher Salary	\$77,250	0
Average Principal Salary (Elementary)	\$135,000	0
Average Principal Salary (Middle)	\$135,000	0
Average Principal Salary (High)	N/A	0
Superintendent Salary	\$234,325	0
Percent of Budget for Teacher Salaries	23.82%	0
Percent of Budget for Administrative Salaries	3.02%	0

Professional Development

Grow Academy Arvin believes a robust 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, ten full days of adult learning are scheduled throughout the school year. These include quarterly summits where teachers select workshops of their choosing, which are facilitated by their peers and our Instructional Leadership Team. Additionally, Data Days are held following each Common Formative Assessment to understand student progress and develop re-teach plans. Grow Academy Arvin has established a balanced adult learning program with four main components: data analysis, curricular planning, instructional best practices, 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 daily preparation time to plan for instruction and/or meet with their coach for support. 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 Academy Arvin also partners with high-quality organizations to enhance professional learning for the instructional team, such as CORE Learning, Instruction Partners, and Kern County Superintendent of Schools.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	24	38	44